ED 348 466 AA 001 228

Resources in Education (RIE). Volume 28, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 93
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 348 467 CE 060 093

Project GROW. Final Project Report, January 1989 to June 30, 1989.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 89
NOTE- 93p.; For related Project WORTH documents, see ED 315 509-510. Appendix D (Self-Directed Search) and Appendix E (Occupations Finder) contain copyrighted materials and are not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Awareness; Case Studies; Curriculum Guides; *Displaced Homemakers; *Homeless People; Job Search Methods; *One Parent Family; *Self Esteem; Videotape Recordings; Vocational Evaluation
IDENTIFIERS- Dictionary of Occupational Titles; *Project GROW KY; Self Directed Search

This document contains a final project report and curriculum modules from Project GROW, which measured the impact of training on the self-esteem and career awareness of homeless and single parents/displaced homemakers before and after program completion. Project GROW resulted from Project WORTH (Work Opportunity Readiness for the Homeless). The project overview describes the pre- and posttesting of the self-esteem and career awareness of 25 Project WORTH/GROW participants and 25 other single parents/displaced homemakers, showing comparable improvements in self-esteem in both groups and

ED 348 485 CE 061 674

Gibson, LeRoy
Food Production, Management, and Services. Fast Foods. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 626p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 673-675. Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Cooking Instruction; *Dining Facilities; Equipment; Food Processing Occupations; *Food Service; *Foods Instruction; Hand Tools; Instructional Materials; Occupational Home Economics; Postsecondary Education; Secondary Education; Waiters and Waitresses
IDENTIFIERS- Cashiers; *Fast Foods

These instructional materials are designed for a course in food production, management, and services for fast foods. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 15 references; and a glossary. Thirteen units of instruction are provided: (1) orientation; (2) use and care of hand tools and utensils; (3) use and care of equipment; (4) standard recipe use; (5) receiving and storing food; (6) salad station; (7) sandwich station; (8) fry station; (9) grill station; (10) breakfast station; (11) dining room service; (12) counter service; and (13) cashiering. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

ED 348 486 CE 061 675

Gibson, LeRoy
Food Production, Management, and Services. Production. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 1,061p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 673-674. Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cooking Instruction; *Cooks; *Food Service; *Foods Instruction; Instructional Materials; Learning Activities; Occupational Home Economics; Postsecondary Education; Secondary Education; Teaching Guides

This teacher's guide contains 20 units of instruction for a course in production in the food production, management, and services area. Units of instruction are designed for use in more than one lesson or class period of instruction. Introductory materials include the following: a competency profile; instructional/task analysis; related academic and workplace skills; tools, equipment, and materials list; 21 references; and glossary. Each instructional unit contains some or all of the following basic components: objective sheet,

ED 348 505 CE 061 722

Peroni, Giovanni; Guerra, Duccio
Occupations in the Hotel Tourist Sector within the European Community. A Comparative Analysis.
PUB DATE- Sep 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Charts; Comparative Analysis; Cooks; Distributive Education; Educational Background; Employment Qualifications; Food Service; Foreign Countries; *Hospitality Occupations; *Hotels; Job Analysis; *Job Skills; Marketing; Occupational Home Economics; *Occupational Information; *Profiles; Recreation; *Tourism; Vocational Education; Waiters and Waitresses
IDENTIFIERS- *European Community; France; Germany; Greece; Italy; Portugal; Spain; United Kingdom

This report contains a directory of job profiles in the tourist/hotel sector that is based on seven national monographs. It provides an instrument for comparing factors that characterize practitioners working in the sector in Germany, Spain, France, Greece, Italy, Portugal, and the United Kingdom. A methodological note discusses study objectives, the field, and the research procedure. The directory is a set of descriptive data sheets for these practitioners: (1) hotels (general manager in large, medium-sized, and small hotels--front office manager, receptionist, head housekeeper, room attendant, food and beverage manager, restaurant manager, waiter/waitress, head barperson, sommelier, head chef, chef, pastry chef); (2) agencies (agency manager, reservations supervisor, counter clerk); and (3) public sector promotion (marketing executive, tourist courier, information officer, activity organizer, tour guide, franchising and company aggregation consultant, development executive). Each data sheet describes the practitioner on the basis of five typical factors: name, role, tasks, occupational expertise, and duration of training. The comparative tables use descriptors of occupational tasks and vocational expertise. Bar charts show the duration of education and training. The following section comments on individual data sheets, supplementing the information they contain and clarifying certain aspects. Other sections discuss trends in the tourist market and training for careers. A bibliography lists the seven national monographs on which the report is based. (YLB)

ED 348 506 CE 061 724

Sellin, Burkart
The EC Programme "Comparability of Vocational Training Qualifications." Aims, Working Methods, Evaluation.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employment Opportunities; *Employment Qualifications; Foreign Countries; International Communication; *International Cooperation; International Trade; Job Analysis; Job Skills; *Job Training; *Labor Force Development; Labor Market; *Occupational Information; *Occupational Mobility;

ED 348 524 CE 061 745

Bergner, Siegfried; And Others
Country Studies on the Financing of Vocational Training with Particular Reference to Continuing Training for the Gainfully Employed: Focus 2.
PUB DATE- 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Continuing Education; *Corporate Education; Definitions; Developed Nations; *Educational Benefits; *Educational Finance; *Educational Trends; Foreign Countries; *On the Job Training; Postsecondary Education
IDENTIFIERS- *Germany

This report summarizes a study of the continuing training system for workers in Germany. It describes the instruments that have been developed in Germany for the organization and provision of continuing training, the groups of people concerned, and the costs involved. After defining continuing training and explaining its place within the overall system of vocational training in Chapter 1, the study considers four aspects in the following chapters. It begins by discussing the organization (the legal foundations and control mechanisms) of the employer-sponsored continuing training sector in Chapter 2. The main part of the study, summarized in Chapter 3, provides a quantitative overview of the whole continuing training sector and considers the availability and quality of data on this sector. The description of continuing training structures covers providers, objectives, contents, and participants. This is followed by a chapter on the cost and financing of continuing training. The final chapter considers a number of specific aspects and problems, such as the effects of demographic trends, problems relating to data collection, the integration of general and vocational continuing training, polarization tendencies throughout the system, and the measurement of efficiency in continuing training. The study includes 30 figures and 17 references. (KC)

ED 348 525 CE 061 746

Wollschlager, Norbert, Ed.
Perspectives for Continuing Education and Training: Cooperation between Western and Eastern Europe. European Congress on Continuing Education and Training (3rd, Berlin, Germany, March 14-15, 1991). Congress Papers.
PUB DATE- Mar 91
NOTE- 117p.; Projects in this report were given financial assistance from the Federal Ministry of Education and Science, Germany.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Continuing Education; Developed Nations; Developing Nations; Economics; Educational Finance; *Educational Policy; *Educational Practices; Foreign Countries; Government Role; Institutional Cooperation; *International Cooperation; Job Training; Management Development; *On the Job Training; Postsecondary Education; Semiskilled Occupations; Unskilled Occupations; Vocational Education; Womens Education
IDENTIFIERS- *Europe (East); *Europe (West)

The proceedings of the congress include the following workshop

ED 348 544 CE 061 776

Brett, Leslie J.; And Others
Gender Equity in Vocational Programs of the Comprehensive High Schools: A Status Report, 1988-1989.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Oct 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Educational Discrimination; Enrollment; Equal Education; *Ethnic Groups; Females; High Schools; *Nontraditional Occupations; *Racial Discrimination; Role of Education; Sex Discrimination; *Sex Fairness; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- *Connecticut

This report describes the status of gender and race/ethnicity enrollments in vocational programs in Connecticut's comprehensive high schools. Data are based on a sample of nine representative schools in urban, rural, and suburban communities. Enrollment data for the 1988-89 school year are from the State Department of Education and represent eight vocational programs. The report consists of five major sections. Section A describes the gender distribution in all vocational programs in the schools combined to create a baseline for comparison. Section B describes enrollments of males and females by vocational program in each school. Section C describes the gender distribution of students by racial/ethnic classification in vocational programs in the urban, rural, and suburban schools. Section D describes enrollments of females by racial/ethnic classification in vocational programs in the sample schools. Section E discusses these findings: females are still marginalized in occupations traditional for their gender; gender distributions are generally the same across racial/ethnic classifications based on a comparison of urban, suburban, and rural schools; and females are segregated in traditional occupations for their gender regardless of racial/ethnic classifications. (Twenty charts are provided. Appendixes include a graph showing racial/ethnic distributions of students, vocational program descriptions, and socioeconomic data for districts represented in the sample schools.) (YLB)

ED 348 545 CE 061 777

Goldsmith, Diane J.; And Others
It's Our Shop, Too! A Study of Students in Nontraditional Occupations in Connecticut's Vocational-Technical Schools.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- May 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Classroom Techniques; Course Selection (Students); *Educational Discrimination; Equal Education; Females; High Schools; Males; *Nontraditional Occupations; Peer Influence; Role of Education; Sex Discrimination; *Sex Fairness; Sexual Harassment; State

ED 348 563 CE 061 819

Social Skills Program Team Manuals.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 139p.; Seven separate team manuals have been combined to form this ERIC document. For related skill packets, see CE 061 820-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administration; Counseling; *Daily Living Skills; Food Service; Health Services; *Interpersonal Competence; *Intervention; *Management Teams; Recreational Programs; Residential Institutions; *Skill Development; Stress Management; Teaching Guides; Teamwork
IDENTIFIERS- Job Corps

These seven social skills program team manuals foster the development of social skills and correct common social skill problems among students in different settings. The manuals also improve intervention skills. The following topics are covered: (1) administration; (2) counseling; (3) food services; (4) health services; (5) management; (6) recreation; and (7) residential. Each manual includes the following sections: (1) the team as social skills builders--employability payoffs, activities offering social skills building opportunities, and strengths of the team; (2) the 10 most important social skills for the particular area; (3) intervention technique; (4) resources--videos, facilitator packets, one-on-one inservice training, and teaming with other staff; (5) a chart depicting the 50 social skills to be developed; (6) intervention examples; and (7) success tips. (NLA)

ED 348 564 CE 061 820

Personal Skills. Facilitator's Skill Packets 1-7. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 79p.; For related documents, see CE 061 819-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attendance; *Daily Living Skills; Dormitories; *Hygiene; *Interpersonal Competence; Locker Rooms; Social Characteristics; Socialization; Supervision; Teaching Guides; Teamwork
IDENTIFIERS- Job Corps

This document contains the following seven facilitators' skill packets on personal skills: (1) personal hygiene; (2) personal appearance; (3) locker hygiene; (4) dorm cleanliness; (5) punctuality and attendance; (6) responding to supervision; and (7) teamwork. Each packet contains the following sections: definition of personal skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for these skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the

ED 348 583   CG 024 401

Kirk, Wyatt D., Ed.; Kirk, Sarah V., Ed.
Student Athletes: Shattering the Myths & Sharing the Realities.
PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Athletes; Athletic Coaches; Athletics; Career Development; *College Athletics; *College Bound Students; Counselor Role; Higher Education; High Schools; *High School Students; Role Models; School Counseling; Sports Medicine; *Student Characteristics; *Student Development

This book covers the developmental benefits of athletics. It provides a step-by-step model for setting up a comprehensive high school program, a guide for college-bound athletes, seven case studies, and an outline of counselors' responsibilities. The book is divided into three major parts: the athletic environment and the athlete's participation in it (Part I); special issues within the athletic environment (Part II); and external issues that have an impact on athletics (Part III). Individual chapters are: (1) "Developmental Benefits of Athletics" (Mary Mitchell Harris); (2) "School Counseling and the Student Athlete" (Beverly O'Bryant); (3) "Issues in Counseling Athletes at the High School Level" (Sara Joy Bailey); (4) "Role Models: An Athlete's Perspective" (Dick Barnett); (5) "Coaches and Student Athletes" (Gary Miller); (6) "A Guide for College-Bound Athletes" (Gary Sailes); (7) "Counseling Athletes in Higher Education" (Wayne Lanning and Peter Toye); (8) "Problem Solving and Decision Making: Life Skills for Student Athletes" (J. Scott Hinkle); (9) "Athletics and Career Development: A Research Model" (Victoria Coleman and Shirl Barker); (10) "The Negative Stereotyping of Student Athletes" (Kevin Burke); (11) "The African American Student Athlete" (Wyatt Kirk and Sarah Kirk); (12) "The Media's Effect on Athletics" (Charles Farrell); (13) "The Role of the NCAA" (Wilford Bailey); (14) "Controversies in Sports Medicine" (Karl Fields and Martha Delaney); and (15) "Law and Sports" (George Schubert and Arline Schubert). (NB)

ED 348 584   CG 024 402

Crosbie-Burnett, Margaret
The "Brave New Family Form": Directions for Theory Development, Research, Teaching, and Practice with Extended Stepfamily Networks.
PUB DATE- Aug 92
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling; Models; *Psychology; *Research and Development; Research Needs; *Stepfamily; *Theory Practice Relationship
IDENTIFIERS- *Counseling Psychology

ED 348 602 CG 024 420

Health Care Reform: How Do Women, Children, and Teens Fare?
Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 5 May 92
NOTE- 234p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Child Health; Children; *Females; Government Role; *Health Insurance; *Health Services; Hearings; Public Policy
IDENTIFIERS- Congress 102nd

Testimony of a hearing on health care reform, especially as it relates to women, children, and adolescents, is presented in this document. Statements and/or materials by these Representatives is included: Bill Barrett, Matthew Martinez, Mike Bilirakis, and Patricia Schroeder. Testimony and/or prepared statements and materials are included from these persons and groups: (1) Sarah Brown, senior study director, National Forum on the Future of Children and Families, Institute of Medicine, National Research Council, Washington, D.C.; (2) Edmund Haislmaier, policy analyst, Heritage Foundation, Washington, D.C.; (3) Robert Johnson, director, division of adolescent medicine, UMDNJ-New Jersey Medical School, Newark, New Jersey, and chair of the Board-The Center for Population Options, Washington, D.C.; (4) Richard Nelson, president, Association for Maternal and Child Health Programs, director, Child Health Specialty Clinics, and associate professor of pediatrics, University of Iowa, Iowa City, Iowa; (5) Kathleen Renshaw, parent accompanied by Marisa Harvey, Encinitas, California; (6) Joan, Mike, and Steven Weaver, Lorton, Virginia; (7) American Academy of Pediatrics, Washington, D.C.; (8) Margaret Feldman, Washington representative, National Forum on the Future of Children and Families, Institute of Medicine/National Research Council, Washington, D.C.; (9) Richard Fiyer, chair, Emergency Medical Services for Children Coalition; (10) Steve Freedman, executive director, Institute for Child Health Policy, associate professor of pediatrics and health services administration, University of Florida, Gainsville, Florida; (11) Bob Griss, senior health policy researcher and co-chair, health task force, Consortium for Citizens with Disabilities, United Cerebral Palsy Associations; (12) March of Dimes Birth Defects Foundation; (13) Robert Sweeney, president, the National Association of Children's Hospitals and Related Institutions, Inc., Alexandria, Virginia; and (14) Elaine Walizer, Chagrin Falls, Ohio. (ABL)

ED 348 603 CG 024 421

Randolph, Judy; Normoyle, Janice Bastlin
Precipitants of Caregiver Stress: The Impact of Gender Roles and Filial Relationship on the Allocation of Provider and Personal Care Tasks.
PUB DATE- Nov 90
NOTE- 8p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 348 622 CG 024 440

Duckenfield, Marty; Swanson, Lorilei
Service Learning: Meeting the Needs of Youth At Risk. A Dropout Prevention Research Report.
PUB DATE- Jun 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *At Risk Persons; *Dropout Prevention; Elementary Secondary Education; Program Content; Program Effectiveness; *Teaching Methods
IDENTIFIERS- *Service Learning

Service learning has been found to be a potentially powerful dropout prevention tool. Service learning combines community service with learning activities. Participating students must be engaged in significant, well-planned, and genuine service. Second, they must reflect on their experiences of serving others to ensure a complete learning experience. These requirements are vital to a successful service learning experience. Many favorable outcomes occur in each of the following developmental areas through participation in service learning activities: personal growth; social growth; intellectual growth; citizenship; and preparation for the world of work. Service learning can be integrated into the organizational structure of a school through four progressively complex levels of implementation: extracurricular; curricular unit; mandatory or elective courses; and school-wide integration. Essential components of service learning include preparation, action, and reflection. The service learning continuum can be implemented at all grade levels. Research has shown that the integration of service learning into the school curriculum is an extremely effective strategy in meeting the many developmental needs of all students. Service learning is a teaching methodology that revitalizes the classroom and provides the kind of learning and experiences students need to lead a successful life. (ABL)

ED 348 623 CG 024 441

Smith, Robert L.; Stevens-Smith, Patricia
Family Counseling and Therapy: Major Issues and Topics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 471p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling Techniques; Counseling Theories; Counselor Training; *Family Counseling; Family Relationship
IDENTIFIERS- *Family Therapy

The six chapters of this book on family counseling and therapy focus on healthy family functioning; marriage and family counseling theories; the practice of marriage and family counseling; training marriage and family counselors/therapists; issues and topics in family therapy; and images and projections for the future. The 33 articles distributed among the 6 chapters include the following: (1) "A Critique of Healthy Family Functioning" (R. Smith and P. Stevens-Smith); (2) "Healthy Family Functioning: The Other Side of Family

ED 348 642 CS 010 987

King, Caryn M.; McDonald, William E.
Liberty, Learning, and Literacy: Promoting Higher Order in the Social Studies Classroom.
PUB DATE- Jul 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Grade 4; Intermediate Grades; Learning Activities; *Literacy; *Social Studies; *Units of Study
IDENTIFIERS- *Freedom; *Literacy Events

For 8 weeks during 1991, a project was conducted in which literacy was emphasized within the context of one fourth-grade social studies classroom. The overall goal for this unit of instruction was to create language-rich experiences that would stimulate higher order thinking about the concept of Liberty. Additionally, students were to become more aware of the cognitive aspects of learning through class activities involving reading, writing, speaking, and listening. The activities were meant to be social events since human interaction is an important component of literate behavior. Literacy events included oral presentations by the teacher, a Martin Luther King collage, writing a compare-and contrast essay, and an interactive video. Activities stimulated thinking and discussion, evaluation and interpretation, and writing and revision. (PRA)

ED 348 643 CS 010 988

Orenstein, Rhoda
Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.
PUB DATE- 92
NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Grade 3; *Language Enrichment; Parent Participation; Primary Education; *Reading Ability; *Reading Improvement; *Writing Ability
IDENTIFIERS- *Collaborative Learning; Emergent Literacy; *Print Media

A course of study to enhance the effectiveness of the traditional third grade reader and workpack as instructional tools was designed for this practicum. The goal was to create a familiarity with the purpose and function of varied print media available within the community, thereby creating a foundation upon which the students (30 third graders) could base their understanding of the settings, themes, and experiences of the traditional third grade reader. The program utilized varied print media and speakers from the students' school and community environment. Classroom cooperative learning centers were established, and a number of group activities and individual assignments were required. Family involvement was encouraged through the broad scope of interactive homework assignments. The program resulted in a heightened sense of achievement, enthusiasm and confidence. The children developed the means of visualizing the printed word. A connection of verbal interaction was developed between school and home. A collaborative setting generated the process of bringing meaning

ED 348 663 CS 011 017

Heath-Legg, April Joy
The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program.
PUB DATE- Apr 92
NOTE- 79p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Computer Assisted Instruction; Grade 1; *Keyboarding (Data Entry); Learning Activities; Primary Education; *Spelling Instruction; Student Attitudes; *Word Processing

A practicum used the Keyboard Familiarization approach (introducing students to the location of keys on the computer keyboard) to integrate the computer into a traditionally taught first-grade spelling program, using laminated copies of the computer keyboard. After completing basic drill and practice sessions on the laminated keyboard, the 23 first-grade students began to practice spelling words on the computer in a computer lab setting. Results indicated that at the end of the 12-week implementation period, students: (1) became familiar with the location of the keys on the computer keyboard with 90% accuracy; (2) achieved 80% or higher in spelling based on the average of the weekly spelling tests; and (3) expressed a positive attitude toward the spelling program as measured by an informal attitude survey. (Eighteen references and seven appendixes--including teacher and student surveys and results, laminated keyboard, and the informal attitude survey and results--are attached.) (Author/SR)

ED 348 664 CS 011 019

Rosaen, Cheryl L.; Lindquist, Barbara
Literacy Curriculum-in-the-Making: A Case Study of Billy's Learning. Elementary Subjects Center Series No. 58.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Grade 5; Intermediate Grades; Longitudinal Studies; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills; *Writing Workshops
IDENTIFIERS- *Writing Development

The research reported in this paper is a case study of one student's learning in a writers' workshop where two teacher-researchers were developing new curriculum and instructional practices. The case study was developed out of a larger qualitative study in which 47 fifth-grade students' growth as writers was studied over a 1-year period as they participated in a writers' workshop. The purpose of the study was to examine students' knowledge, skills, ways of knowing, and ways of being in a learning community. This case study provides a detailed portrait of "Billy's" growth as a writer across a 1-year period, explaining ways in which reading, writing, speaking, and listening were intricately connected as a means of helping him become a writer who took risks and developed ownership of

ED 348 683　　CS 213 489

Finkelstein, Karen S.
Improving Language Arts Skills at the Elementary School Level.
PUB DATE- Jun 92
NOTE- 73p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Grade 4; *Inservice Teacher Education; Instructional Improvement; Integrated Curriculum; Intermediate Grades; Thinking Skills; Whole Language Approach; *Writing Improvement; *Writing Instruction; *Writing Skills; Writing Strategies
IDENTIFIERS- Florida; *Process Approach (Writing)

The practicum described in this report was designed to make a significant difference in increasing students' language expression by assisting teachers with the appropriate techniques to incorporate effectively the writing process in an integrated language arts curriculum. The target group consisted of 150 fourth-grade students and the 5 fourth-grade teachers. The implementation period lasted 12 weeks and involved the use of critical thinking skills, analysis, synthesis, evaluation, and graphic organizers. Teachers participated in seven 2-hour training sessions designed to assist them in incorporating the writing process into the integrated language arts curriculum. The success of the practicum was based upon the target teachers' required training assignments, performance on the cognitive language arts composition posttest, and the target students' growth in language expression as measured on the Comprehensive Test of Basic Skills and a holistic scoring writing prompt. Results indicated that: (1) the wide variance between language mechanics and language expression scores was narrowed to a one percentile discrepancy; (2) 52% of the students met the criteria for successful language expression; and (3) all of the target teachers increased their knowledge of the writing process and demonstrated effective strategies for writing instruction. (Sixteen references, the teacher survey, two expository writing prompts, the holistic scoring guide, the teacher pre- and posttest, and the agenda for the teacher training sessions are attached.) (RS)

ED 348 684　　CS 213 490

Roberts, Claudette M.; Boggase, Barbara A.
Non-Intrusive Grammar in Writing.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; English Instruction; Grade 10; *Grammar; *High Schools; Sentence Structure; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- Writing Development

Since introducing a grammar unit can be daunting and frustrating for both teachers and students, a collaborative unit for a 10th-grade class was planned that would satisfy an administrative requirement but also maintain the integrity of the writing program. The unit was planned by developing an approach of non-intrusive grammar instruction at the computer based upon the work of Rei R. Noguchi. Noguchi's position derives from the

ED 348 703 CS 507 895

Watson, Kittie W.; And Others
Development and Validation of the Listener Preference Profile.
PUB DATE- Mar 92
NOTE- 24p.; Paper presented at the Annual Meeting of the International Listening Association (13th, Seattle, WA, March 4-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Factor Analysis; Higher Education; Item Analysis; *Listening; *Listening Habits; Sex Differences; *Test Reliability; *Test Validity
IDENTIFIERS- *Listener Preference Profile; Listening Research

The Listener Preference Profile (LPP) was designed to identify habitual listening responses. Items for the LPP were generated from listening behaviors identified from a systematic review of the listening literature and modified based on administration to several pilot groups. Results of factor analyses identified four clusters (people-, content-, action-, and time-oriented listening) and were used to revise the LPP. A study was designed to validate the LPP. Subjects, 392 undergraduate students in a southern university enrolled in a basic professional communication class, were administered the LPP twice within 24 hours--first in combination with two other self-administered assessment instruments (with randomized order of elements) and then independently with items randomized in a different order. Factor analyses, estimates of internal consistency, and the prevalence of different listening preference orientations were examined. Results indicated that: (1) test-retest reliability instruments suggest stability in the assessment of listener preferences over time; (2) gender differences existed in task versus relational listening; (3) multiple listener preferences were common between listeners; and (4) 21% of the sample indicated no preference for any of the listener orientations. Findings suggest that the Listener Preference Profile is a reliable instrument and has potential as a research and/or training tool. (Three tables of data are included; 44 references are attached.) (RS)

ED 348 704 CS 507 896

Berens, Eileen; Nance, Teresa A.
Is What We Have, What We Want?: A Critical Review of Selected Basic Course Textbooks.
PUB DATE- 2 Nov 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Content Analysis; Higher Education; Introductory Courses; *Public Speaking; Speech Instruction; *Textbook Content; Textbook Evaluation; Textbook Research; *Textbooks
IDENTIFIERS- Speech Communication Education

A two-stage study was designed to offer a comprehensive analysis of current basic public speaking textbooks. The first stage

ED 348 724 EA 024 167

Fuller, Bruce, Ed.; Habte, Aklilu, Ed.
Adjusting Educational Policies: Conserving Resources while Raising School Quality. World Bank Discussion Papers, Africa Technical Department Series, No. 132.
PUB DATE- 92
NOTE- 64p.; Papers presented at a conference co-sponsored by the World Bank and USAID (Washington, DC).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; Economic Factors; *Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; *International Programs; *Policy Formation; Program Implementation
IDENTIFIERS- *Africa (Sub Sahara)

Progress made by African governments toward improving their educational policies is described in this collection of papers, which were presented at a conference cosponsored by the World Bank and the U.S. Agency for International Development (USAID). Since the mid-1980s, several educational policy adjustment programs have been initiated in Sub-Sahara Africa. This document examines these policy efforts, drawing on reports from government leaders and donor representatives from Ghana, Malawi, and Senegal. Three issues are addressed: the types of policy and budget changes; the effects of central policy change on the local school and community; and ways in which policy adjustment programs can strengthen institutions. Contents include: "Education Policy Adjustment," by Bruce Fuller and Aklilu Habte; "Policy Reform to Raise School Quality," by Edward Ngaye; "Ghana's Policy Adjustment Initiative," by Vida Yeboah; "Social and Political Constraints on Education Reform," by Birger Fredriksen; "Inducing and Monitoring Policy Change," by Frances Kemmerer; and "Lessons Learned?" by Bruce Fuller. Three figures and two tables are included. Distributors of World Bank publications and lists of recent World Bank and Africa Technical Department Series discussion papers are included. (44 references) (LMI)

ED 348 725 EA 024 168

Right in the Middle.
PUB DATE- 92
NOTE- 22p.; For a related document, see EA 024 258.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Cooperative Planning; Educational Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; *Preadolescents; School Restructuring; State Action; *Statewide Planning
IDENTIFIERS- *Illinois

Plans for transforming middle-level schools in Illinois are described in this report, which serves as a guiding document for creating middle-level schools that acknowledge the needs of early adolescence. The report, facilitated by a Carnegie report entitled "Turning Points: Preparing American Youth for the 21st Century," describes early adolescence, the plan's principles

ED 348 746 EA 024 206

Vojtek, RoseAnne O'Brien
Integrating Staff Development and Organization Development: An Empirical Study of Staff Developers.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Inservice Education; *Organizational Development; *Professional Development; *Program Development; *Staff Development

Findings of a study that explored the role of staff developers in integrating staff development with organizational development are presented in this paper. Staff development (SD) is defined as professional development for individuals to improve student instruction; organizational development (OD) is defined as professional development for groups to improve school culture. The study was conducted by the University of Oregon's Center for Organizational Development in Schools during the 1990-91 year. A survey mailed to 522 members of the National Staff Development Council (NSDC) elicited 115 usable responses, a 22 percent response rate. Telephone interviews were also conducted with 36 NSDC members. Findings suggest that staff developers: (1) have ambiguous roles and job descriptions; (2) have less knowledge and practice in executing a classical OD macrodesign than they have in regard to specific OD skills; (3) perceive themselves as effective group process facilitators; (4) encourage participatory management styles; and (5) are beginning to involve support staff. A positive relationship exists between knowledge, involvement, and effective integration of staff development with organizational development. Seven charts are included. (LMI)

ED 348 747 EA 024 208

Keedy, John L.
Teacher Facilitator Leadership and School Organization Mediational Effects: Implications on Work Redesign for Instructional Supervisors.
PUB DATE- Apr 92
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; *Leadership; Leadership Qualities; *Professional Development; Supervisors; *Supervisory Methods; Teacher Improvement; Teacher Role; *Teacher Supervision

Findings of a study that examined facilitator leadership in three teacher collegial groups (TCGs) and the effect of school organization on facilitator leadership behaviors are presented in this paper. The teacher work redesign program was implemented in a rural Georgian school district to enhance

ED 348 767 EA 024 242

Stager, Mary; Fullan, Michael G.
Teacher Purpose and Educational Change: Moving toward a Broader Agenda.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Equal Education; Foreign Countries; *Program Implementation; *School Restructuring; Secondary Education; *Teacher Attitudes; Teacher Effectiveness; *Teacher Influence; *Teacher Role; Track System (Education)
IDENTIFIERS- *Ontario

Findings of a case study that examined teacher perceptions of the implementation of a destreaming program, the "Transition Years," in a secondary school in Ontario (Canada) are presented in this paper. Interviews were conducted with the principal, vice principal, and 11 teachers in the school, which was engaged in restructuring its middle grades. Findings indicate that most teachers supported the program, although for various reasons. Program outcomes were influenced by several factors--the social context, leadership and expertise, moral purpose, and change agentry. A new concept of the teacher's role is proposed, which links moral purpose and change agentry for affecting real social change. (Contains 12 references.) (LMI)

ED 348 768 EA 024 243

Yerkes, Diane; And Others
Towards an Understanding of Organizational Culture in Schools of Education: Implications for Leadership Development.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Communication (Thought Transfer); Faculty Development; Higher Education; *Leadership Styles; *Organizational Climate; Organizational Communication; *Schools of Education

Findings of a study that examined how differences among education faculty's organizational perspectives and behaviors influence leadership are presented in this paper. Bolman and Deal's (1984) model of organizational frames, or ways in which individuals relate to organizations, was used to identify political, symbolic, human resource, and structural views. The study sought to determine how organizational frames interact with academic fields of study and time spent on administrative tasks. A survey mailed to 6 schools of education representing different geographic regions of the United States elicited 53 out of 118 responses from faculty members. Findings indicate that the human resource frame was the prevalent mode of organizational behavior. A recommendation is made to recognize the multidimensional characteristics of organizations and to provide faculty training in the use of different organizational

ED 348 787 EC 301 407

Birch, Carol P.; Rouse, Geraldine R.

Teaching Socialization and Sex Education to Persons with Mental Retardation.

PUB DATE- Apr 92

NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Developmental Disabilities; Elementary Secondary Education; *Interpersonal Relationship; Language Acquisition; *Mental Retardation; Problem Solving; *Sex Education; Socialization; Teaching Methods

This paper describes a language-based, problem-solving socialization and sex education curriculum designed for individuals with developmental delays. The curriculum aims to increase the students' understanding of themselves socially, psychologically, and physically enabled to function more effectively in a mainstream society that is ever changing. The program has a strong theoretical and applied research base in the areas of language development and thought, sociolinguistics, and cognitive behavior modification. It uses a process-oriented approach involving group interaction and natural context. This paper describes the program's philosophy, parental permission needed, student attitudes, and use of team teaching. Activities include vocabulary development; use of pictures, slides, and videotapes; semantic mapping; role play; problem solving; group work; and follow-up activities. The curriculum's 31 lessons cover such topics as hygiene, human reproduction, relationships, acquired immune deficiency syndrome, and sexual abuse. A sample lesson plan is presented, on the topic of parts of the body. (Contains 32 references.) (JDD)

ED 348 788 EC 301 408

Williams, Bruce W.

Increasing the Effectiveness of In-Home Behavior Intervention.

PUB DATE- May 92

NOTE- 18p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (116th, New Orleans, LA, May 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Behavior Modification; *Child Rearing; Children; Compliance (Psychology); *Data Collection; *Developmental Disabilities; Family Environment; Feedback; Intervention; *Outcomes of Treatment; Parent Child Relationship; *Parent Education; Parents as Teachers; Program Effectiveness; Program Improvement; Recordkeeping

This report summarizes in-home behavioral interventions carried out with 18 individuals (ages 3 to 43) with developmental disabilities in the San Diego and North Los Angeles County

ED 348 806 EC 301 427

Nathanson, Jeanne H., Ed.
Inclusion.
PUB DATE- 92
NOTE- 41p.; Photographs will not copy clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agencies; Blindness; Career Development; Change Strategies; *Disabilities; Drug Therapy; Elementary Secondary Education; Federal Programs; Friendship; *Government Role; Grants; Hearing Impairments; Instructional Effectiveness; Interpersonal Competence; Intervention; Mental Disorders; Normalization (Handicapped); Program Descriptions; Research Projects; Sheltered Workshops; *Social Integration; Supported Employment; Theater Arts
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This theme journal issue focuses on current activities of the Office of Special Education and Rehabilitative Services which stress inclusion of students with disabilities in the mainstream. It begins with a message from the Assistant Secretary, Robert R. Davila which examines the full meaning of an "inclusive" education. Next, Barbara Buswell and Beth Schaffner, in "Building Friendships--An Important Part of Schooling", focus on how development of integrated friendships can be supported with examples from the PEAK Integration Project. "The Career Ladder Program Multi-district Outreach: The Road to Success" (by Shepherd Siegel and Deborah Brians) stresses principles of integration underlying this San Francisco (California) program. The following article, by Shirin D. Antia and Kathryn Kreimeyer, titled "Project Interact: Interventions for Social Integration of Young Hearing-Impaired Children," reports on two studies comparing the effectiveness of a social skills intervention and an integrated activities intervention. The following article, "Why Are These People Working?", by Frank Simpson, reports on employment activities and outcomes fostered by the Helen Keller Services for the Blind. Next, Judith A. Cook, in "Thresholds Theater Arts Program," describes vocational opportunities developed by the Thresholds National Research and Training Center on Rehabilitation and Mental Illness in Chicago (Illinois). "Closing the Sheltered Workshop: A Case Study of Agency Change" (Stephen Murphy and Pat Rogan) examines the change process at the Pioneer Activities Center (Syracuse, New York). Finally, Kenneth D. Gadow, summarizes the literature on "Medication and School Behavior." (Most articles include references.) (DB)

ED 348 807 EC 301 428

Professions in Special Education: Suggested Readings .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Minority Groups; Occupational Therapy; Physical Therapy; *Special Education; *Special Education Teachers; Teacher Certification; Teacher Evaluation; *Teacher Supply and Demand; Therapists

ED 348 828 EC 301 451

Reeb, Kenneth G., Jr.
Enhanced Consumerism within Commercial Rehabilitation Product Markets: A Goal for Independent Living. EIF/REC Review Paper.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 86
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Clearinghouses; *Consumer Economics; Consumer Protection; Consumer Science; Credit (Finance); *Disabilities; Equipment; Equipment Maintenance; *Independent Living; Information Centers; Models; Program Descriptions; *Program Development; Purchasing; *Rehabilitation; Training

This paper provides information to support the implementation and management of independent living services for individuals with disabilities. The paper compiles the experiences of numerous people involved in programs providing services which support disabled individuals as active consumers of commercial rehabilitative aids and devices. It documents some of the successes and some of the problems associated with those programmatic experiences. It also provides contacts within various organizations where more detailed information might be found. An introduction outlines the benefits of enhanced consumerism and the provision of support to maximize each person's capabilities to live independently. Model programs are then described, including descriptions of eight programs that provide alternative sources of financing, eight information clearinghouses, six training services, three maintenance/repair services, five used equipment clearinghouses, and two group purchasing opportunities. The paper concludes that encouraging more active participation by disabled individuals as consumers of commercial rehabilitative aids and devices is a promising and an appropriate goal for the independent living movement. A directory of the profiled programs is included in an appendix. (JDD)

ED 348 829 EC 301 454

Reeb, Kenneth G., Jr.
Assistive Financing for Assistive Devices: Loan Guarantees for Purchase of Products by Persons with Disabilities. EIF/REC Review Paper.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Banking; Blindness; Children; *Credit (Finance); *Disabilities; Financial Services; *Financial Support; Models; Physical Disabilities; Program Development; *Purchasing; Supported Employment; Transportation
IDENTIFIERS- *Loan Programs

This paper introduces the concept of assistive financing for

ED 348 848 FL 020 449

Johns-Lewis, Catherine
Conversation as Listening Material: The Prosodic Bases of Difficulty.
PUB DATE- 86
NOTE- 11p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; Foreign Countries; Individual Differences; Instructional Materials; *Language Patterns; *Language Styles; *Language Variation; *Listening Comprehension; *Oral Language; Prose; Second Language Instruction; Skill Development

A study investigated differences in discourse styles that may affect second language listening comprehension. Ten amateur actors performed three speaking tasks: (1) reading aloud a short self-contained narrative; (2) acting out a memorized script; and (3) conversing with the researcher for 20-30 minutes. Excerpts of the recorded tasks in different discourse modes were analyzed for fundamental frequency, speech burst duration, duration of silence between speech bursts, and proportion of time devoted to speech. Results were compared for the discourse types. Analysis of the results for two variables (fundamental frequency and silence duration) found some significant differences between the discourse styles, with acting highest and conversation lowest in fundamental frequency. Acting showed the greatest amount of fluctuation around the mean fundamental frequency value (i.e., use of potential pitch range), and conversation the least. Duration of silences was also greatest in acting and shortest in conversation. Speech articulation occupied the greatest amount of time in conversation and the least in acting. Findings suggest that contrasting discourse styles or genres do have distinctive prosodic characteristics, and that conversational material is likely to be more difficult to comprehend than other discourse types, making careful selection and ordering of these materials essential. A 26-item bibliography is included. (MSE)

ED 348 849 FL 020 450

Skehan, Peter
Where Does Language Aptitude Come From?
PUB DATE- 86
NOTE- 18p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Tests; Comparative Analysis; Foreign Countries; *Language Acquisition; *Language Aptitude; Language Skills; Longitudinal Studies; *Oral Language; Predictor Variables; Secondary Education; Secondary School Students; Second Language Learning; *Second Languages; Testing

ED 348 868 FL 020 557

Sakalauskas, Sandy; Jumbou, Jacky
The INJEP Experience: New Ideas for Technical and Business French Educators.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; Foreign Countries; *French; Higher Education; *International Communication; Languages for Special Purposes; *Scientific and Technical Information; *Second Language Learning

Given the need for business people with specialized language skills, this paper first reviews the adequacy of American language classrooms for teaching technical and business French and then reports on one French organization as a resource for educators. L'Institut National de la Jeunesse et de l'Education Populaire (INJEP) promotes the discovery of French culture, including scientific and technical culture, that educators should learn about. INJEP meets two social needs by promoting seminars on teaching methods to French educators and by promoting a knowledge of French culture to foreigners. As part of the second initiative, INJEP regularly offers an international program on scientific, technical, and business-related French culture. Activities of the Culture Scientifique, Technique et Industrielle are described. Contains 14 references. (LB)

ED 348 869 FL 020 558

Scott, James Calvert
Understanding the Perceptions of the British Business Community Regarding Language-Related Matters.
PUB DATE- Mar 92
NOTE- 34p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Correspondence; Foreign Countries; *International Communication; Job Analysis; Language Proficiency; Languages for Special Purposes; *Letters (Correspondence)
IDENTIFIERS- *Great Britain

As the British business community becomes increasingly internationalized, it should show more interest in language-related matters. After a review of the literature, this paper reports on a study of the 100 largest British industrial companies. The conclusions are as follows: (1) a wide variety of British employees are involved in international business correspondence tasks; (2) employees are selected for international business correspondence tasks primarily because of their business-related, not language- and communication-related knowledge, skills, and attitudes; (3) English is the

ED 348 888 FL 020 750

Rueda, Robert; And Others
Rating Instructional Conversations: A Guide. Educational Practice Report: 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Discussion (Teaching Technique); *Rating Scales; *Reading Comprehension; *Second Language Instruction; Second Language Learning; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Instructional Conversation

Preliminary efforts to operationalize more fully the concept of the instructional conversation (IC) approach for second language learning are reported, and an observational tool, the IC Rating Scale, is described in an examination of classroom-based reading comprehension lessons. Preliminary data on the reliability and validity of the IC scale are presented, followed by sample transcripts of instructional conversations from actual reading comprehension lessons. Cautions and unresolved questions to be considered in using the scale are discussed, including: (1) although the IC scale is composed of a series of distinct elements, the unit of analysis must be the whole lesson and the interactional context in which the lesson activities are situated; (2) the elements do not represent steps or other top-down, teacher-proof prescriptions, but instead are components that characterize and contribute to the types of activity settings; and (3) the scale should not be seen as a finished product. Suggestions for future research are noted. Appendices describe the elements of instructional conversation and provide both the scoring sheet and the summary score sheet. Contains 13 references. (LB)

ED 348 889 FL 800 523

Rickabaugh, Susan; And Others
Elgin YWCA Family Literacy Project. Curriculum for ESL Parents and Preschoolers.
SPONS. AGENCY- Barbara Bush Foundation for Family Literacy, Washington, DC.; Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; *Adult Reading Programs; Community Organizations; *Community Programs; Curriculum Design; *Limited English Speaking; *Literacy Education; *Parents as Teachers; Preschool Children; Program Implementation
IDENTIFIERS- *Family Literacy; *Illinois (Elgin)

A YWCA-based family literacy model curriculum in Elgin, Illinois is described. In 1990, the Elgin YWCA had the following program

ED 348 907   HE 025 728

Octernaud, Sharon K.
The Nontraditional Student at Ferris State University: Implications for Recruitment and Retention.
PUB DATE- Jun 90
NOTE- 250p.; Major Applied Research Project, Ed.D., Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Admission (School); *College Students; Data Collection; Enrollment; Higher Education; Literature Reviews; *Nontraditional Students; Outreach Programs; Policy Formation; Program Development; Questionnaires; *Reentry Students; School Holding Power; *Student Characteristics; *Student Recruitment
IDENTIFIERS- *Ferris State University MI

This study analyzed the demographic and scholastic characteristic differences between a nontraditional and traditional student cohort (total n=11,878) at Ferris State University (FSU) in Michigan, identified (through literature reviews) successful recruiting and retention activities for nontraditional students at other postsecondary educational institutions in the United States, generalized the findings between nontraditional students in the United States and those at the college, and developed an action plan affecting recruitment and retention of nontraditional students at the university. Among the findings were that FSU currently lags behind national trends in the percentage of nontraditional students and exhibits several characteristics that were considered inhibitors in recruiting and retaining nontraditional students. Among the corrective recommendations offered were the following: (1) implementation of inservice training on the characteristics, motivations, learning styles, and needs of nontraditional students; (2) development of marketing strategies geared toward adult learners; (3) removal of barriers through the offering of services during evening and weekend hours; and (4) periodic evaluation of recruitment and retention efforts to identify strengths and weakness of current activities. Appendices making up 40 percent of the document include letters of support, a mission and role statement, enrollment data, and responses to the questionnaire. Contains a 112-item bibliography. (GLR)

ED 348 908   HE 025 729

Helping Adults Learn. Participant Workbook.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 57p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 730-732.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Development; Adult Education; *Adult Educators; Adult Learning; Adult Programs; *Adult Students; Ancillary School Services;

ED 348 924 HE 025 761

MacDougall, Mary Ann; And Others
Cultural Anxiety of Chinese and U.S. Students.
SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Convention of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anxiety; Chinese; College Students; Comparative Analysis; Construct Validity; Content Validity; *Cross Cultural Studies; Cultural Context; Cultural Influences; Evaluation Methods; Foreign Nationals; *Foreign Students; Higher Education; Questionnaires; Research Methodology; Statistical Analysis
IDENTIFIERS- *Chinese People

This paper discusses the development of a Cultural Anxiety Scale (CAS) for Chinese students studying in the United States. One hundred items were developed using the anxiety research literature, a survey of research on stress and anxiety among college students, and Chinese cross-cultural studies. Face, construct, and content validity analysis were performed. Three CAS versions in Chinese and English (Forms A and B) were administered. The first version was all English and administered to U.S. students (N=50) only; the second and third versions were tested on bilingual students (N=50). Both forms were then administered to 206 U.S. students and 221 Chinese students (in Taiwan). Data analysis (t-test) indicated significant differences between nationality on Forms A and B and no significant differences between gender. In addition, no statistically significant results were found when comparing the mean cultural anxiety of U.S. students between Forms A and B, however, statistically significant results were found in Chinese anxiety between the two forms. It was determined that because two forms were developed for the study, shades of meaning were being revealed in cultural validity. Attachments include the final versions of Forms A and B in English and Chinese translations and the item means and standard deviations. Contains 43 references. (GLR)

ED 348 925 HE 025 762

Baird, Leonard L.
The Stages of the Doctoral Career: Socialization and Its Consequences.
PUB DATE- 20 Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 763.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Change; Comparative Analysis; *Doctoral Programs; *Graduate Study; Higher Education; Interpersonal Relationship; Peer Relationship; Research; Skill Development; *Student College Relationship; *Student Development; Student Experience; *Student Reaction; *Teacher Student Relationship

higher career awareness outcomes for GROW participants who attended workshops. Also included are information about the Project GROW video, accomplishments and recommendations, and case studies of seven WORTH participants. Appendices contain the following: news article; Career Assessment Center brochure; sample vocational assessment; Barksdale Self-Esteem Evaluation; list of GROW workshops; workshop evaluation form; pretest/posttest results for WORTH participants; pretest/posttest results for control group; self-esteem pretest comparisons; self-esteem posttest comparisons; and GROW video outline and script. Career awareness and self-esteem curriculum modules each contain three lessons. The career awareness modules address the following: increasing awareness of career options, determining interests and suitable career choices using Self Directed Search, and using the Occupations Finder and the Dictionary of Occupational Titles. The three self-esteem modules are as follows: introduction to self-esteem and related emotions, evaluating self-esteem using the Barksdale Self-Esteem Evaluation, and improving self-esteem. Each lesson consists of major concept, supporting concept, behavioral objectives, and instructional strategies. (NLA)

ED 348 468   CE 060 125

FORCE Containing Vocational Training in Europe. Vademecum.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Coordination; Corporate Support; Employer Employee Relationship; Foreign Countries; International Cooperation; *International Programs; *Job Training; *National Programs; *Policy Formation; Program Development; Program Evaluation; Program Implementation; Public Policy; School Business Relationship; Technical Assistance; *Vocational Education
IDENTIFIERS- *European Community

The aim of the FORCE program is to promote the continuing vocational training of workers in Member States of the European Community (EC). FORCE offers assistance at national and EC levels in implementing measures to enhance both the development and quality of continuing training. Measures at the national level comprise the preparation of regular reports on steps taken to implement a common framework, including information on current arrangements to promote financed continuing training. National coordination units will be established to give proper effect to the FORCE program. Both internal and external evaluation will assess the impact on formulation and implementation of continuing vocational training policies. To support and supplement activities developed by and in Member States, the Commission of the European Communities will implement transnational programs to support innovation and coordinate initiatives. Measures to support innovation are a European transnational network, exchange plan, transnational or cross-frontier pilot schemes, and European sectoral surveys of continuing vocational training plans. Measures to coordinate initiatives are exchange of comparable data, analysis of contractual policy, exchange scheme for those involved in the social process, and forecasting trends in qualifications and occupations. Other activities include technical assistance, national coordination units, evaluation, and information. (YLB) suggested teacher activities, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Unit titles are as follows: orientation; kitchen safety and sanitation; use and care of hand tools and utensils; use and care of equipment; standard recipe use; food quality, receiving, and storage; seasoning; salads, fruits, and salad dressings; sandwiches, hors d'oeuvres, and garnishes; stocks, soups, and sauces; meat identification; meat cookery; poultry and fish; vegetables, fruits, pasta, and rice; cheese and eggs; quick breads and yeast products; desserts; breakfast cookery; beverages; and menu planning and costing. (YLB)

ED 348 487 CE 061 676

Fortney, Clarence; Gregory, Mike
Gas Metal Arc Welding and Flux-Cored Arc Welding. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 353p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Equipment; High Schools; Instructional Materials; *Metal Working; Occupational Safety and Health; Postsecondary Education; Skilled Occupations; Teaching Guides; *Welding

These instructional materials are designed to improve instruction in Gas Metal Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW). The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; and eight references. Three units of instruction are included: (1) GMAW orientation and safety; (2) GMAW equipment, applications, and techniques; and (3) FCAW. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

ED 348 488 CE 061 678

Gordon, Howard R. D.; And Others
Assessment of the Motivational Orientations of Vocational, Technical and Adult Education Graduates in Off-Campus Credit Programs.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Business Education; Credit Courses; *Enrollment Influences; *Extension Education; Graduate Study; Higher Education; Marketing; Masters Degrees; *Masters Programs; Nontraditional Education; Nontraditional Students; Student Characteristics; *Student Motivation; Technical Education; *Vocational Education
IDENTIFIERS- Marshall University WV

A total of 235 vocational, technical, and adult education (VTAE)

Program Development; Program Implementation; Relocation; Vocational Education
IDENTIFIERS- *European Community

The Council of the European Communities (EC) has passed a number of decisions related to the creation of a labor market for skilled workers and to the facilitation of their free movement in a merging Europe. The establishment of comparability of vocational training qualifications is seen as a first step toward achieving the mutual recognition of diplomas, certificates, and other formal qualifications and as a prerequisite for enabling workers to make better use of their qualifications to obtain suitable employment in another Member State. The procedure involves several steps: EC selection of relevant occupations or groups of occupations; establishment of expert groups; preparatory studies and development of preliminary lists of possible occupations; development and discussion of draft occupational descriptions; and development of comparative tables. Member Stutes are responsible for dissemination of all information developed. All EC Member States should establish by mutual agreement each occupational description with the title, duties, and tasks. A general assessment indicates that the process has proved its worth because a detailed source of information pertaining to occupations and sectors has been compiled that clarifies differences in training systems in the various sectors and the 12 Member States. Member States should compile the data necessary for every occupation at the EC level. (Appendixes include a chart showing stage of work on comparability by sector and sample occupational description.) (YLB)

ED 348 507   CE 061 725

Sensi, Dina; And Others
Equal Opportunities and Vocational Training. Evaluation of In-Company Vocational Training Schemes for Women.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Affirmative Action; *Corporate Education; *Educational Discrimination; Educational Opportunities; Employed Women; Employment Practices; *Equal Education; Foreign Countries; Industrial Training; *Job Training; Labor Legislation; Nondiscriminatory Education; Personnel Policy; Program Development; Program Evaluation; Program Implementation; Sex Discrimination; *Sex Fairness; Staff Development
IDENTIFIERS- European Community

Equal opportunities programs in the Member States of the European Community (EC) are based on international law, EC law, and various legal provisions at the national level. Two main types of positive action can be identified among the various initiatives implemented in the different Member States: (1) governmental promotion of positive actions through legislation and agencies; and (2) creation of an infrastructure. Companies surveyed stress the importance of continuing vocational training for personnel, but the vast majority of trainees are men. Companies can be grouped into three types depending on their personnel and equal opportunities policies: (1) firms that follow recommendations and national legislation; (2) companies with no specific positive action program that apply the principle as a company, organizational, and personnel policy; and (3) companies that develop and implement a positive summaries: "Continuing Education and Training (CET) and Society" (Sellin); "The Social Dialogue" (Smith); "The Role of the Social Partners in Vocational and Further Training in Denmark" (Jensen); "Problems of Vocational Training in the Period of Transition to the Market Economy" (Csako); "Potential for Institutionalising and Formalising Cooperation between the Social Partners on Vocational Training" (Meghnagi); "CET and Society" (Kuda); "CET of Management Staff" (Standke); "CET for Managers in Europe" (Hummel); "Perspectives and Forms of Effective CET of Polish Management Staff" (Dworzecki); "Establishment of the Timisoara Institute of Management (Romania)" (Wisson); "Improved Qualification of Managerial Staff in Bulgaria" (Evgeniev); "Training Instead of Dismissal" (Makedonska, Soos); "Problems of Continuing Training in the Activity of the Employment Service" (Novikova); "Work-oriented Learning" (Stotzel, Schmidt); "Qualification Strategies for Women at Work and the Re-integration of Women into Working Life" (Prosel); "Integrated CET Programmes at Municipal Level" (Oels, Vogel); "Project-Pedagogics Approach in Training Schemes for Youth and Adults" (Vassileff); "Integrated Projects in CET" (Delatour); "Work, Ecological Crisis, Continuing Vocational Education and Training" (Knapp, Rieseberg); "Environmental Destruction" (Mackwitz); "Environmental Protection and the Workplace" (Bresso); "The Biosphere, the Technosphere and Society" (Balogh); "Psychological Problems Arising from Radical Structural Changes in the Former German Democratic Republic" (Maaz); "Learning Process as Part of the Joint Ventures in Poland" (Dyrschka); "Course in Entrepreneurship and Market Economy for Estonian Decision-Makers" (Hedlund); "Challenges to the Qualification of thw Workforce in the Transition from the Planned to the Market Economy" (Buttler); "IFG Projects in Central and Eastern Europe" (de Zitter); "Open and Flexible Distance Education and Training in Europe" (d'Azevedo); "New Methods, Old Practices" (Curran); "New Media in European CET" (Nickolmann); "Access as a Key Concept for Policies to Develop Open and Distance Learning throughout Europe" (Dondi); and "The Programme, Finish Your Schooling, Now Is the Time" (Anglarill). (KC)

ED 348 526 CE 061 747

Dupont, Georges; Reis, Fernanda
Survey on the Policy of Continuing Training in Large Firms. Case Studies in Belgium, Spain, France, the Netherlands, and the United Kingdom.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Corporate Education; Developed Nations; *Educational Policy; *Employer Attitudes; *Employer Employee Relationship; Foreign Countries; Job Skills; *Labor Force Development; *On the Job Training; Postsecondary Education; Unions
IDENTIFIERS- Belgium; *Europe; France; Netherlands; Spain; United Kingdom

A study examined employee training policies and their implementation in four or five large companies in five countries (Belgium, Spain, France, the Netherlands, and the United Kingdom). Data were gathered through interviews by an expert in each of the countries using an interviewer's guide developed for the project (resulting in approximately 30 case studies), and through previous research in the countries. Some

Surveys; Statewide Planning; Student Attitudes; *Student Educational Objectives; Student Interests; Student Motivation; Teacher Attitudes; Teaching Methods; *Vocational Education
IDENTIFIERS- *Connecticut

A total of 146 students enrolled in 21 programs in 11 vocational-technical (VT) schools participated in a 9-month qualitative study. Focus group interviews were conducted throughout Connecticut; all interviewees were students enrolled in shops nontraditional for their gender. Females reported four reasons for attending a VT school: family legacy, alternative to comprehensive high school, desire to learn a trade, and influence of teachers and guidance counselors. Factors that influenced their trade choice varied widely among the schools. Comments about peer attitudes and treatment by teachers ranged from positive to negative. Many females described graphically the harassment in school shops. Some articulated concerns about careers in nontraditional occupations. Some teachers of females said they had adjusted teaching styles to accommodate girls; others were not comfortable with girls in their classes. Few males entered vocational shops nontraditional for their gender. They reported varying reasons for choice of VT schools, supportive teachers, and male peer pressure. Teachers of males were generally supportive of males and commented that females accepted boys in nontraditional classes. Action strategies were recommended to improve recruitment and peer interactions, minimize harassment, promote equality in the shop environment, and promote a gender-fair learning environment. (Appendixes include a list of field sites and interview guides.) (YLB)

ED 348 546 CE 061 778

Strategies for Success: Recruiting Students into Nontraditional Programs.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; Females; Grade 8; Grade 9; Inservice Education; Junior High Schools; Males; Mass Media; *Nontraditional Occupations; *Parent Participation; *Publicity; Public Relations; *Sex Fairness; Staff Development; State Programs; *Student Recruitment; Vocational Education; Vocational Schools
IDENTIFIERS- *Connecticut

This guide is designed as an outline of strategies and activities that could be implemented to encourage students to enter nontraditional occupations. The information and ideas are intended for use by teachers, counselors, and administrators at all educational levels to promote equal and full participation of students in Connecticut's vocational-technical education system. Users are encouraged to customize the techniques to meet their particular educational needs and circumstances. The guide is divided into four sections. Each section provides strategies that have applicability for select audiences or target populations. "Recruitment Activities for Students" contains activities to encourage eighth-grade students in the district schools and ninth-grade students in exploratory programs at the vocational-technical schools. Strategies to skills in everyday life; and (7) conclude the session. (NLA)

ED 348 565 CE 061 821

Beginning Social Skills. Facilitator's Skill Packets 8-15. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 90p.; For related documents, see CE 061 819-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Daily Living Skills; *Interpersonal Competence; *Listening Skills; Self Concept; Socialization; Standard Spoken Usage; Teaching Guides
IDENTIFIERS- *Conversation; Job Corps

These facilitator's skill packets comprise eight separate packets on beginning social skills: (1) listening; (2) starting a conversation; (3) having a conversation; (4) asking a question; (5) saying "thank you"; (6) introducing oneself; (7) introducing other people; and (8) giving a compliment. Each packet contains the following sections: definition of beginning social skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 566 CE 061 822

Advanced Social Skills. Facilitator's Skill Packets 16-22. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 79p.; For related documents, see CE 061 819-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; Group Dynamics; Helping Relationship; *Interpersonal Competence; Participation; Peer Influence; Persuasive Discourse; Teaching Guides
IDENTIFIERS- Following Directions; Job Corps

These facilitator's skill packets contain seven individual packets related to advanced social skills: (1) asking for help; (2) joining in; (3) giving instructions; (4) following instructions; (5) apologizing; (6) convincing others; and (7) making a decision. Each packet contains the following sections: definition of advanced social skills; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

This paper suggests directions, based on the scientist-practitioner model, toward which counseling psychology should move in response to the dramatic increase in the number of stepfamilies in contemporary society. "Stepfamily" is defined as a household that includes a parent-child relationship that pre-dates the couple relationship, thus creating a stepparent-stepchild relationship. "Extended stepfamily network" is defined as two or more households that are linked together by blood or marriage/coupling, and includes at least one household in which there is a step relationship. A section on the reasons why counseling psychology should include the study of stepfamilies and extended stepfamily networks discusses demographic, theoretical, and clinical factors. Ways in which stepfamilies are different from first-marriage, two-parent families are summarized, and many of the common problems that stepfamilies bring to counseling are listed. The next section looks at theories related to stepfamilies. Most theoretical writings are based on a family systems perspective, and most of the writers are either sociologists or clinicans. Sociological explanations include family stress, social exchange, normative-resource, and sociobiological theories, while clinicians tend to approach the topic from a developmental, family therapy perspective. Useful but underutilized approaches include social psychological (group dynamics) and feminist theories. A section on research concludes that there is virtually no empirical clinical research on stepfamilies. A proposed response for scientist-practitioners is offered that includes making theoretical contributions, conducting intervention research, and integrating training in stepfamilies into the academic curricula. A bibliography of theoretical writings on stepfamilies, a syllabus for a three-credit course on stepfamilies in the Counseling Psychology Department, and information on how to order a bibliography on remarriage and stepfamilies are appended. (NB)

ED 348 585 CG 024 403

Ware, Mark E.
Advising in the Classroom: Teaching a Career Development Course.
PUB DATE- 15 Aug 92
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *College Instruction; College Students; *Course Content; Higher Education

This paper discusses the teaching of a career development course in college. The stated goals of the course are to increase students' knowledge about themselves, about postgraduate educational and occupational opportunities, and about job entry skills. The mechanics of the course are described, including its length, format, written assignments, videotape programs and booklets, career inventories, out-of-class skill development tasks and grading. The course content is described, noting use of paper and pencil exercises; small group in-class discussion; use of career inventories; graduate education, including graduate study in psychology; world of work; decision-making; job search skills and resume writing; and interviewing. Previous evaluations by students of the course are described. Students' comments are interspersed in the descriptions of

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; *Family Caregivers; *Helping Relationship; *Parent Child Relationship; *Sex Differences

To assess the impact of gender and filial relationship on adult children's sense of filial obligation, two studies were conducted. The first determined how typical caregiver tasks are classified. Middle-aged men (N=95) and women (N=95) rated seven representative tasks. There was considerable consensus on the designation of five tasks as being either provider behaviors or personal care. To test the impact of gender and filial relationship on filial obligation middle-aged men (N=80) and women (N=80) in northern Indiana responded to a questionnaire which asked them to indicate to what extent they believed they should undertake each of seven caregiving tasks to assist their mothers/mothers-in-law. Despite high levels of filial obligation respondents discriminated between personal care and those tasks that are provider or ambiguous in nature. In general respondents felt less obligated to perform personal care than other forms of caregiving. Second, main effects for gender emerged with respect to four of the seven tasks. As expected, men felt less obligated to engage in each of the personal tasks as well as less obligated to drive their elders to appointments than did women. Third, main effects for filial relationship emerged for every task but driving an elder to appointments. In each case the obligation to mother-in-law was rated as lower than was the obligation to a mother. (ABL)

ED 348 604 CG 024 422

Drug Abuse and Drug Abuse Research. The Third Triennial Report to Congress from the Secretary, Department of Health and Human Services.
PUB DATE- 91
NOTE- 284p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cocaine; *Drug Abuse; Drug Rehabilitation; Drug Use; Incidence; Mental Disorders; Public Policy; Research Problems; Smoking; Trend Analysis; Use Studies

This report summarizes changes that have occurred in understanding of the health implications of the use and abuse of illegal and legal drugs as a result of research since 1986. It is noted that wherever possible, research findings have been summarized in non-technical language. Some technical material is included because of its basic importance and its relevance to the needs of specialists working on related problems and of those advising lawmakers and other civil authorities on public policy. These chapters are included: (1) "Nature and Extent of Drug Abuse in the United States" which discusses prevalence and consequences of drug use; (2) "Prevention Research" which discusses individual and environmental risk factors; (3) "Treatment Research" which summarizes treatment methods; (4) "Dual Diagnosis: Drug Abuse and Psychiatric Illness" which presents diagnostic issues and treatment strategies for dual disordered patients; (5) "AIDS (Acquired Immunodeficiency Syndrome) and Intravenous Drug Abuse"; (6) "Cocaine and Other Stimulants"; (7) "Marijuana and the Cannabinoids" which discusses health consequences; (8) "Phencyclidine (PCP) and Related Substances"; (9) "Heroin, Other Opiates, and the Immune Function" which focuses on recent research accomplishments; (10) "Sedatives and Anti-Anxiety Drugs"; (11) "Nicotine Dependence"; and (12) "Basic Research on Opioid Peptides and

Pathology" (S. Wilcoxon); (3) "Family Counseling: Principles for Growth" (J. Carlson and D. Fullmer); (4) "Marital and Family Therapy: Direction, Theory, and Practice" (R. Smith); (5) "Couple and Family Counseling" (M. Stoltz-Loike); (6) "Adlerian Family Therapy" (D. Dinkmeyer and D. Dinkmeyer, Jr.); (7) "Brief Family Therapy" (T. Todd); (8) "The Practice of Marriage and Family Counseling" (R. Smith and P. Stevens-Smith); (9) "The Use of Strategic Family Therapy in the School Setting: A Case Study" (G. Stone and B. Peeks); (10) The Use of Circular Questioning in Marriage and Family Counseling/Therapy" (R. Smith, J. Griffin, K. Thys, and E. Ryan); (11) "The Genogram as Process" (R. Beck); (12) "Gender Issues in Training: Implications for Counselor Training Programs" (P. Stevens-Smith); (13) "Building Intensive Simulations in Family-Therapy" (R. Rich and D. Sampson); (14) "Family Sculpting in the Training of Marriage and Family Counselors" (L. Costa); (15) "Marriage and Family Counseling in Counselor Education: National Trends and Implications" (S. Gladding, M. Burggraf, and D. Fenell; (16) "Teaching Family Therapy in an Academic Counselor Training Program: A Productive Paradox" (M. Ham); (17) "Adding a Family Counseling Training Component to a Community Agency Counseling Master's Degree" (R. Sheverbush and D. Ward); (18) "A Systemic View of Family Therapy Ethics" (D. Wendorf and R. Wendorf); (19) "Research in Marriage and Family Therapy" (D. Fenell and B. Weinhold); (20) "Dilemmas of Power and Equality in Marital and Family Counseling: Proposals for a Feminist Perspective" (C. Enns); (21) "Remarriage Myths: Implications for the Helping Professions" (M. Coleman and L. Ganong); (22) "Considerations for the Treatment of Marital Violence" (L. Costa and D. Holliday); (23) "The AIDS Family: An Emerging Issue" (L. Bradley and M. Ostrovsky); and (24) "Future Projections for Marriage and Family Counseling and Therapy" (R. Smith and P. Stevens-Smith). (ABL)

ED 348 624 CG 024 442

Sanborn, Robert D.
Internationalizing Career Planning: A New Perspective for College Career Centers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Guidance Centers; Higher Education; *International Education; International Programs; *Overseas Employment

Programs and resources to assist college students who are seeking international careers and other international opportunities are described in this monograph. The first chapter focuses on internationalism and American education, discussing American international illiteracy, foreign language study, and international education. The second chapter discusses international programs in American institutions of higher education. The third chapter describes the international career center, including specific discussions of the Career Center at Columbia University's School of International and Public Affairs and Rice University's Career Services Center. The to the printed word. This group practice allowed students to transfer their verbal visualization strategies to the stories of the traditional third grade reader. The children demonstrated meaningful gains in their abilities to describe the purposes and functions of varied print media. (One table of data is included and 43 references are attached.) (Author/PRA)

ED 348 644 CS 010 989

Buttram, Joan L.; And Others
Evaluation of Heartwood Program.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Federal Programs.
PUB DATE- 13 Jul 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Evaluation; Elementary Education; *Ethical Instruction; Minority Groups; *Multicultural Education; Program Evaluation; Teacher Attitudes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Heartwood Program; Pennsylvania

This study examined and assessed teachers' and students' use of and reactions to the Heartwood Program, a multicultural, literature-based curriculum designed to promote elementary students' ethical understanding of courage, loyalty, justice, respect, hope, honesty, and love. The Pennsylvania Department of Education Division of Federal Programs (Chapter 1) supported a field test and evaluation of the Heartwood Program in 16 school districts across the state. In 15 of the districts, typically a Chapter 1 pull-out teacher was selected to participate in the field test; in the remaining district, the program was offered to all teachers in an elementary school. Information on teacher training, program materials, classroom use of the program, and program outcomes was collected. Results indicated that: (1) almost all teachers emphasized the importance and need for this type of program in their schools; (2) the program was teacher-friendly; (3) program materials should be reviewed to strengthen the sequencing of stories and activities, the coverage and portrayal of some minority cultures, and the level of difficulty of story lines for primary grade students; and (4) the appropriate placement of the program in a school's instructional program needs additional thought. (A list of interview questions is attached.) (RS)

ED 348 645 CS 010 990

King, Caryn M.
Creating a Literate Environment for Learning Social Studies Content.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Meeting of the International Reading Association (37th, Orlando, FL, May 3-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Content Area Reading; *Content Area Writing; Grade 4; Intermediate Grades; Listening; *Social Studies; Speech Communication; Teacher Behavior; Teacher Student Relationship; Thematic

his writing. In addition to documenting his writing knowledge and skills, the paper describes Billy's transformations in values, attitudes, and interests related to writing. The paper discusses issues that are pertinent to understanding all students' learning and writing growth over time, as well as the surface tensions that arise out of using a workshop format to support all students' writing development. The paper also considers ways in which the teacher-researchers' own changes in curriculum and teaching practices may have influenced Billy's growth. A table presenting the unit overview and curriculum strands, a table presenting dimensions of Billy's change over time, and a table summarizing Billy's writing folder are included; 17 references are attached. (Author/RS)

ED 348 665 CS 011 020

Garcia, Georgia Earnest
The Literacy Assessment of Second-Language Learners.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Sep 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Class Activities; Elementary Education; *English (Second Language); *Informal Assessment; Language Proficiency; Language Skills; *Reading Ability; Reading Instruction; Reading Research; *Reading Tests; *Student Evaluation
IDENTIFIERS- Formal Evaluation

The first part of this report reviews the different types of formal assessment measures that have been used to evaluate the language and literacy performance of second-language learners of English in the United States, including language proficiency tests, reading readiness tests, standardized reading tests, basal reading tests, and statewide reading tests. The second part of the report explains informal assessment and describes the various types of classroom activities that teachers can use to evaluate and facilitate the literacy development of second-language students in both bilingual and non-bilingual settings. Activities presented include classroom observation, oral miscue analysis, story retellings, tape recordings of oral reading, reading logs, reading response logs, think-alouds, writing folders, and student-teacher conferences. The report concludes by noting some of the limitations of informal assessment and by pointing out that an informal assessment program can provide classroom teachers with a comprehensive profile of second-language students' literacy strengths and weaknesses. (Author)

ED 348 666 CS 011 021

Hartman, Douglas K.; Dyer, Penelope A.
An Existential Description of Reading Methods and Materials in the Content Areas.
PUB DATE- Sep 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Instructional Improvement; Literature Reviews; *Reading Materials; *Reading Research; Research Needs; Teacher Behavior; *Textbook Research
IDENTIFIERS- Descriptive Research

polarized positions of the programmer instructors on the one side who place so much emphasis on mechanical errors that they "'red-ink' student writing to a fatal hemorrhage." and the "anti-grammar" teachers on the other side who basically ignore grammar mistakes in favor of content. Noguchi emphasizes the use of "operational" definitions by tapping the unconscious knowledge that all users of English already possess. By reading even the most preposterous student samples from a semantic perspective, almost all of them reveal, for example, an awareness of the concept of sentences. A sentence combining technique using a "matrix" and "insert" to produce a desired "result" showed that most students were able to identify incomplete or unclear sentence structures. The use of grammatical "tag" and "yes-no question" techniques also has proven effective in training students about sentence boundaries. Research results from the unit analysis bear this conclusion out: clearly, students had become more fluent at observing sentence boundaries throughout the unit. Part of the success can be attributed to the use of computers. Finally, student evaluations from the unit demonstrate that the objectives of the unit were satisfactorily achieved. (Three figures exhibiting the results of the study are attached.) (HB)

ED 348 685 CS 213 491

Weidner, Heidemarie Z.
Members of Literary Societies Are Exempt from Rhetorical Exercises: Claiming Literary Societies for the History of Rhetoric and Composition.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- *Educational History; *Extracurricular Activities; Higher Education; *Rhetoric; *Student Organizations; Universities; Womens Education; Writing Research
IDENTIFIERS- Butler University IN; *Literary Societies; Nineteenth Century; *Nineteenth Century Rhetoric

Literary societies, while dying or already defunct in Eastern U.S. schools, still played significant roles in 19th-century frontier colleges like Butler University in Indianapolis, Indiana, and it is the thesis of the paper that a systematic investigation of the document left by these societies, although largely neglected by historians, will have important implications for the understanding of 19th century rhetoric and composition instruction. Involving most of the students at any one college, the societies (of which the first is usually thought to be the Spy Club at Harvard, founded in 1719) usually met once a week for the purpose of orations, declamations, essays, debates, parliamentary practice, and the edition of a student paper. At Butler, belonging to a literary society was an integral part of being a student. Three typical society activities--literary exercises, the critic's report, and the literary paper--demonstrate that societies complemented regular rhetorical education and offered students the opportunity of individual growth, peer support, and training for public life. The progress 19th-century women made toward equality in higher education can often be measured by their involvement in literary societies. At Butler, unlike other universities at the involved a comprehensive classification, enumeration, and comparison of the substance of six textbooks identified by publishers as leading competitors on the public speaking market. Results from the first stage formed the basis of the framework for the second stage in the development of criteria to be applied to the broad areas of theory, instructional techniques, and communication technology. Results indicated that: (1) there is remarkable consistency in the topics covered in the textbooks, all of which show a clear pragmatic skills orientation; (2) theory presented in public speaking textbooks can best be described as traditional, with new communication theory often not integrated into the chapters; (3) despite differences in emphasis and arrangement, public speaking textbooks follow the same basic structural pattern they have for most of the 20th century; and (4) issues such as the impact of cultural diversity and media have not been integrated into the substance of the textbooks. Findings suggest that public speaking textbooks need to change, but that significant change will only occur when classroom teachers can articulate clearly what they want. (Four tables of data are included; 18 references and a list of textbooks evaluated are attached.) (RS)

ED 348 705 CS 507 898

McCallum, Karin
The Status of the Business and Professional Communication Course.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Sooner Communication Conference (Norman, OK, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; *Communication Skills; *Course Content; *Course Organization; Higher Education; Questionnaires; School Surveys; *Speech Communication
IDENTIFIERS- Teacher Surveys; Texas

A survey assessed the current status of the business and professional communication course. A questionnaire was completed by faculty members at 39 Texas colleges and universities. Results indicated that 66% of the institutions surveyed offer a course in business and professional communication (with titles such as Business Speech, Oral Communication, and Business and Professional Communication), and with different approaches used, such as a combination course or a public speaking course. Results also ranked specific communication skills included in such courses according to their importance (including organization of ideas, self confidence, and eye contact), and indicated the class time devoted to the various skills. (Three tables of data are included; 22 references are attached.) (SR)

ED 348 706 CS 507 900

Martin, Judith M.
Teachers' Communication Skills: The Key to Successful Parent Involvement.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

and objectives, vision, and goals. Task force recommendations and suggested activities, based on findings of a statewide survey of schools with grades 5-8, involve the following issues: resource allocation; professional development; training and recruiting special teachers; utilizing the governor's office as the lead agency; collective agenda setting; family involvement; and planning for community/school interaction. Appendices include a description of the background of the report and lists of advisory board and task force members. (LMI)

ED 348 726 EA 024 169

Moving into Action: Middle Level Education in New Mexico. A Report for the State Board of Education and a Call for Action from the Middle Level Advisory Committee.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Educational Change; Educational Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; Policy Formation; *Preadolescents; Program Implementation; School Districts; *School Restructuring; *Statewide Planning
IDENTIFIERS- *New Mexico

The middle-level education initiative described in this document outlines an innovative program to assist New Mexico school districts in addressing the needs of early adolescents. Findings and recommendations that underscore the need for middle-level educational reform in New Mexico's schools are presented in this report. The state is a recipient of a Carnegie Corporation Grant and is currently participating in the Re: Learning project to improve educational opportunities for middle level students. A 1988 survey of New Mexico middle schools by the State Department of Education task force led to the formation of the Middle Level Education Advisory Committee, which prepared this document. The first section presents a call for action based on an agenda proposed by the Forum on Institutional Transitions and information from the Technical Assistance and Resource Center. The second section outlines desirable attributes of middle-level programs, including mission statement, program philosophy, role of students' developmental characteristics, organizational structure, curriculum, instruction, and staff development. A glossary, lists of task force and advisory committee members, alternative schedules for middle schools, a list of schools participating in the Carnegie grant, an exposition on teaming activities, and middle-level education survey results are included. (10 references) (LMI)

ED 348 727 EA 024 171

Amundson, Kristen
Getting Your Child Ready for School...and the School Ready for Your Child.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Child Welfare; Cognitive

teacher independence and empowerment. Methodology involved field observation; a survey of all TCG participants in three schools, which elicited an 88 percent response rate; and interviews with three participants from each school--the TCG facilitator, the principal, and one TCG member. Findings indicate that teacher work redesign implies the following role changes for supervisors and teachers: (1) supervisors, as networkers, can achieve more efficient teacher supervision; and (2) teachers can act as peer observers, mentors, and staff developers. However, TCGs did not lead to teacher reflection or longterm professional growth. The lack of program impact could be due to its 1-year duration and the embedded characteristics of the teaching profession. Six tables are included. Appendices contain information on the TCG meeting format, the survey and findings, an assessment of teachers' year-long focus and meeting game plans, the interview guide, and field observation notes. (Contains 37 references.) (LMI)

ED 348 748 EA 024 209

Oregon Traffic Patrol Manual for Schools, Revised.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Elementary Secondary Education; Safety Education; School Policy; *School Safety; *State Standards; *Traffic Control; *Traffic Safety
IDENTIFIERS- *Oregon; *School Safety Patrols

Oregon legislation established a uniform policy for the operation of school traffic patrols in 1961. This publication describes the role of the traffic patrol and provides guidelines for its operation. Policies and practices that have proved to be effective are presented to help local districts. Sections provide information on the following topics: law and authority (purpose, local supervisors, and guidelines); employee, patrol officer--student leaders, patrol members--students' parental consent, and installation of safety patrol); operation (training of patrol members, periods of duty, patrol locations, patrol position and procedures, patrols for walking groups); traffic control devices and equipment; adult patrol members (use of adult crossing guards and training; violations and accidents (reporting violations and accidents and liability and insurance); support organizations; and recognition for patrol members. Appendices contain a safety patrol advisor's checklist, an inventory and order form, traffic patrol statutes, and the Oregon Department of Education school patrol pledge. (LMI)

ED 348 749 EA 024 214

Bellon, Jerry J.; And Others
An Evaluation of the Impact of Local Needs Assessments on Tennessee's Incentive Program.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

frames, particularly political and symbolic. Two tables and an appendix of summary statistics are included. (Contains 13 references.) (LMI)

ED 348 769   EA 024 245

Roberts, Jo
The Relationship of Power and Involvement to Experience in Supervisory Conference: Discourse Analysis of Supervisor Style. Draft.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Conferences; *Discourse Analysis; Elementary Secondary Education; *Interpersonal Communication; Speech Communication; Supervisors; *Supervisory Methods; *Teacher Administrator Relationship; Verbal Communication

Findings of a study that used discourse analysis to explore the relationship of power and involvement to experience in supervisory conferences are presented in this paper. Based on Penman's (1980) content analysis scheme, conference talk between supervisors and teachers was analyzed according to manifest and latent levels of communication that indicated power and involvement. Data were derived from video and audio tapes of five teacher/supervisor conferences and interviews with participants. Findings indicate that much communication about power and involvement was implicitly rather than explicitly expressed. Patterns of teacher/supervisor interaction reflected characteristics of power and involvement, varying supervisory styles, and different patterns that were influenced by supervisor experience. Eight figures and two tables are included. (Contains 37 references.) (LMI)

ED 348 770   EA 024 246

O'Connor, Karen; Boles, Katherine
Assessing the Needs of Teacher Leaders in Massachusetts.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Leadership Training; School Restructuring; *Teacher Attitudes; Teacher Improvement; *Teacher Participation; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Massachusetts

Findings of a study that identified Massachusetts teacher leaders and their needs are presented in this paper. The research was conducted to inform the design of a teacher leadership program to be sponsored by the Massachusetts Field Center for Teaching and Learning. Methodology involved a literature review and a survey of 67 K-12 teachers identified as leaders. A total of 42 usable responses, an approximately 63 percent response rate, Regional Centers during 1990-1991. The report focuses on client characteristics, problems that were addressed, intervention procedures used, and results. The paper describes a system of data collection and feedback developed to continuously assess clients' progress, to identify treatment and parent training problem areas, to build parents' confidence in their use of behavioral procedures and their ability to manage their child's behavior, and to serve as an integral part of a specific treatment procedure. The most frequent types of problems addressed were general noncompliance with parental requests and noncompliance with specific types of requests. Other problems included physical aggression, property destruction, and self-injurious behavior. Interventions used frequently included instruction in the use of prompts, differential reinforcement of behaviors other than the targeted behavior, activity programs, redirection, skills training, and incentives/tokens. Results indicated that all but one of the 53 targeted behaviors in the 18 clients were reduced below the initially reported rate of the behavior. Nine recommendations are offered for improving in-home interventions. (JDD)

ED 348 789 EC 301 409

Seidel, John F.
Pediatric HIV Infection and Developmental Disabilities.
PUB DATE- 28 May 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (116th, New Orleans, LA, May 26-30, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Development; Children; Congenital Impairments; *Developmental Disabilities; *Evaluation; Health Services; *Intervention; Pediatrics; Pupil Personnel Services; Special Education; *Student Characteristics; Young Children

This paper presents an overview of the developmental disabilities associated with pediatric Human Immunodeficiency Virus (HIV) infection, and examines efficacious practices for assessment and intervention programming. The focus population is early childhood into school age. The paper describes the complex array of challenges presented by these children, and cites statistics on the incidence of acquired immunodeficiency syndrome in pediatric populations. Symptoms of HIV-related infection are described, such as compromised health and developmental delays in motor skills, language, and cognitive ability. The purposes of developmental assessment are outlined, and challenges in assessing the pediatric HIV population are discussed in terms of child factors, family factors, and instrument or evaluator factors. For those carrying out assessment procedures special considerations are called for, such as being concise, being flexible, and conducting frequent assessments. Selection of assessment instruments should be based on the child's age and level of functioning and on professional judgment. A comprehensive school-based developmental program combining such services as regular and special education, physical therapy, speech therapy, occupational therapy, health and medication monitoring by a nurse, counseling, behavior management, and social work is recommended. (Contains 20 references.) (JDD)

These four selected bibliographies list recommended readings concerning: minority personnel in special education (supply and demand), teacher testing and minorities, physical therapy and occupational therapy, and alternative certification. References date from 1984 through 1991 and are listed alphabetically by author within each bibliography. ERIC document numbers are included, when available. (DB)

ED 348 808 EC 301 429

The Increasing Need for Special Education Teachers: Evidence from the Annual Reports to Congress.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Educational Demand; Elementary Secondary Education; *School Demography; *Special Education Teachers; *Teacher Shortage; Teacher Student Ratio; *Teacher Supply and Demand
IDENTIFIERS- *Individuals with Disabilities Education Act

This brief summary is based on analysis of the Annual Reports to Congress on implementation of the Education for the Handicapped Act (now Individuals with Disabilities Education Act) by the Office of Special Education Programs. Narratives and graphs demonstrate the continuing increase in numbers of special education students, the leveling out of numbers of special education teachers employed and numbers of students per teacher, and the increasing numbers of special education teachers needed (based on number of positions school systems are unable to fill with qualified personnel). (DB)

ED 348 809 EC 301 430

Americans with Disabilities Act.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Boards of Education; *Civil Rights Legislation; *Compliance (Legal); Definitions; *Disabilities; Elementary Secondary Education; *Equal Opportunities (Jobs); *Federal Legislation; Legal Responsibility
IDENTIFIERS- *Americans with Disabilities Act 1990

Addressed to school board members, this article attempts to summarize requirements of the Americans with Disabilities Act (ADA) and its implications for school districts. It warns against hasty purchase of private compliance assistance; then provides an overview of each of the Act's five Titles which address employment practices, activities involving public contact, public accommodations, telecommunications companies, and miscellaneous provisions, respectively. Also discussed are liabilities under the ADA, requirements concerning hiring school personnel, and the Act's definitions of critical terms including: "physical or mental impairment," "major life activity," "record of impairment," "regarded as impaired," "qualified individual," and "essential function." In the "Tips 'n Techniques" section, eight benefits are listed for school assistive devices for persons with disabilities, and describes model programs that have pioneered implementation of the concept in the assistive device marketplace. The assistive financing or loan guarantee concept is presented as a partnership between a private financial institution and another organization interested in underwriting credit financing to targeted populations. This partnership permits costs and risks of financing to be shared and allows flexibility in the terms of and access to credit. Assistive financing encourages consumers to share in the responsibility of paying for needed equipment and promotes greater consumer involvement in selection of the appropriate product. Model programs are described, including: (1) the Mitarai/Canon Optacon Financing Program, which extends low-interest financing for the purchase of a portable, tactile reading device for persons who are blind; (2) the Handicapped Transportation Loan Guarantee Program of the California Department of Rehabilitation, which finances purchases of vehicles or special adaptive equipment for parents of children who use wheelchairs; and (3) the Supported Employment Loan Guarantee Program, which promotes financing of assistive devices and durable equipment that enable persons with disabilities to obtain, maintain, or advance in employment. The paper also describes lessons learned from operation of these programs. Appendices contain names of contact persons and sample materials from model programs. (JDD)

ED 348 830 EC 301 455

Phillips, Lynn
Consumer Needs Assessment: A Qualitative Study of the Needs of People with Disabilities. Consumer Needs Assessment Project Year 1: Results of the First Year of a Five Year Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 89
NOTE- 20p.; For related documents, see EC 301 456-458.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Attitudes; Blindness; Employment Potential; Financial Support; Health; Independent Living; *Needs Assessment; *Normalization (Handicapped); Partial Vision; Personal Autonomy; *Physical Disabilities; Privacy; Public Opinion; Qualitative Research; *Rehabilitation; Safety; *Visual Impairments

This paper describes the first year of a 5-year study which, when completed, will identify the needs and concerns of disabled consumers from virtually all categories of functional limitations and all walks of life. The participants will include men and women between the ages of 18 and 65 from a variety of socioeconomic and geographical backgrounds. In the first year of the study, data were collected at 12 focus group sessions involving individuals in 4 functional limitation categories: blindness, low vision, upper extremity motor impairments, and lower extremity motor impairments. Categories of need that emerged throughout the focus groups were safety/health, privacy, independence, convenience, and employability. Two areas of concern not directly related to technological needs also emerged: attitudes and money. The paper concludes that: (1) the single most often identified need is for a better understanding by the general population of the needs of people with disabilities; (2) many focus group participants did not see new technology as the answer to their

A British longitudinal study of language acquisition was followed up for further information on the relationship between language acquisition, language aptitude, and second language learning. One of the original cohorts (n=23), now in secondary school, was originally studied for native language learning achievement and was now being studied for foreign language aptitude and foreign language achievement with a variety of indices. It was found that the structural/syntactic first-language measures often had significant correlations with second language aptitude, the test-based measures of first-language development were most predictive, there were strong relationships between subjects' family background and aptitude, and structural correlations between first-language development and language aptitude did not necessarily extend to second-language achievement but varied significantly in their correlations. Conclusions and implications for aptitude testing are discussed. A 24-item bibliography is included. (MSE)

ED 348 850 FL 020 470

Terry, Robert M., Ed.
Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90.
PUB DATE- 91
NOTE- 146p.; For individual papers, see FL 020 471-478.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Careers; Class Activities; Classroom Techniques; *Curriculum Design; Difficulty Level; Directories; Elementary Secondary Education; Evaluation Methods; FLES; Foreign Countries; French; Higher Education; Immersion Programs; Instructional Materials; Internship Programs; Language Teachers; *Language Tests; Listening Skills; Program Descriptions; Program Evaluation; *Second Language Instruction; Second Languages; *Teacher Education; Test Construction; Testing; Theory Practice Relationship; World Literature; Writing Tests
IDENTIFIERS- *Authentic Materials; Canada

Selected papers from the conference address four priorities in second language teaching: teacher education; instruction; curriculum; and testing. Papers include: "Listening Processes and Authentic Texts" (Donna Reseigh Long); "Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report" (Christine Uber Grosse, David P. Benseler); "Classroom Activities: Increase the Challenge" (Claudette Cote-Moran); "FLES Program Evaluation: Rationale and Procedural Design" (Audrey L. Heining-Boynton); "An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills" (Lynn P. Bryan); "Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom" (Stanley A. Cyrus, June M. Legge); "Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada" (Adel Safty); and "Creative Written Testing" (Kathleen G. Boykin). (MSE)

ED 348 851 FL 020 471

Long, Donna Reseigh
Listening Processes and Authentic Texts.
PUB DATE- 91
NOTE- 23p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.

dominant language in outgoing and incoming international business correspondence; (4) about half of the companies use their own employees to translate international business correspondence unless it is highly complex or technical; (5) employees who are fluent for business purposes in a second language would be satisfactorily prepared for international business communication in most companies; and (6) most companies have small proportions of employees who can transact business in two or more languages. Contains 21 references. (Author/LB)

ED 348 870 FL 020 560

Stock, Janet C.
Teaching Culture through Advertising.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Business Communication; *Cultural Awareness; Foreign Countries; Higher Education; *Marketing; *Mass Media; Second Language Learning; Teaching Methods
IDENTIFIERS- *France

Some of the literature on the role of teaching culture in second language instruction is reviewed, with some emphasis on the work of Ortuno and the Kluckholn model of French culture. One instructor's use of French print and television advertising to teach French culture is described. Values such as intellectuality, traditionalism, and patriotism are cited. The teaching approaches include examining a large number of issues to identify appropriate ads, discussing with the class how advertisers appeal to consumers with both open and covert messages, and sensitizing students to hidden promises of the ads. Small group discussions among the students focus on specific French qualities or values to which the ads appeal. Differences between French and American ads are also discussed. (LB)

ED 348 871 FL 020 563

Moore, Sarah Jane; And Others
Introducing Chinese into High Schools: The Dodge Initiative.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chinese; Curriculum Design; Educational Policy; High Schools; *Language Enrollment; National Surveys; *Private Financial Support; Program Development; Research Methodology; Secondary Education; Second Language Instruction; *Second Language Programs; Student Characteristics; *Teacher Education
IDENTIFIERS- *Geraldine R Dodge Foundation

A study investigated results of the 1982 Geraldine R. Dodge Foundation initiative to expand teaching of Chinese in high schools. The approach taken was to examine the entire range of elements in the Dodge initiative at 55 schools where projects were funded, drawing from questionnaires, site visits, and interviews. Additional, different questionnaires were sent to components in place: six daytime and five evening ability level classes for adults taught by certified teachers; a preschool English-as-a-Second-Language (ESL) program for 3- to 4-year-old children of adult students; child care for those under age 3; and a summer ESL program for children to sixth grade. More than 800 adults and 165 children are served annually. The 1-year grant enabled the Elgin YWCA to develop a parent-child instructional component for limited English proficient parents and to improve adult and children's literacy services. After a review of the program model, this report details the family literacy project curriculum, including the following parts: goals and design; curriculum overview; learning units for parents and preschoolers (building blocks for learning, storytelling, four areas of growth, family fun, and "booktime bedtime"); learning experiences for parents, babies, and toddlers; and ongoing support programs and special events (read-at-home, "drop everything and read" or DEAR, public library visits, computer keyboarding and process writing, family council, book friends, Dr. Zeuss celebration, poetry celebration, and harvest fest celebration). Appended are lists of selected resources and a reproducible kindergarten book. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 890 FL 800 531

Crandall, JoAnn; Pharness, Gary
Whole Language Approaches in Adult Literacy.
PUB DATE- 91
NOTE- 11p.; In: Launching the Literacy Decade: Awareness into Action. Alberta, Canada, International Reading Association/Multiculturalism and Citizenship Bureau Canada, 1991. p142-151.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *English (Second Language); Foreign Countries; *Immigrants; *Literacy Education; *Second Language Instruction; Self Esteem; Teaching Methods; *Whole Language Approach
IDENTIFIERS- *Affirmation Strategy; British Columbia (Vancouver)

After an introduction to the use of the whole language approach in adult literacy instruction, this paper describes some techniques or activities used in two adult literacy programs in Vancouver with participants who speak English as a first and as a second language. The Municipal Workplace Literacy Program, operated by the City of Vancouver (British Columbia), is a voluntary and confidential 80-hour program that offers one-half paid release time and serves mostly non-professionals. The Little Mountain Neighbourhood House/Vancouver School Board Tutor Training and Practicum Centre program serves recent immigrants, mostly of Chinese origin but also Indian, Central and South American, Polish, and Russian. Approximately half of the participants have university degrees from their countries of origin; the other half have had little or no formal schooling. Both programs use many whole language techniques, including shared reading, transcribed text, sustained silent reading, language experience, and interactive writing for adult literacy learners. Two additional strategies are used as well: an affirmation strategy that has come to be called "Affirmation: The Immigrant's Two Lives and the Cycle of Grief," and a strategy borrowed from the work of novelist Milan Kundera that involves the use of an existential code that inspires and guides the writing. The affirmation strategy uses

*Higher Education; Nontraditional Students; Teacher Workshops; Workbooks
IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This publication is a workbook for those attending a "Helping Adults Learn" Workshop designed to assist higher education faculty and staff in promoting greater access and success for adult learners in higher education. An overview of the workshop describes the purpose, goals (to increase understanding of theory and research on adult learning, to assess the impact on adults of current institutional services and programs, and to promote improved services and programs for adult learners) and objectives. Five modules make up the workshop. Module 1 is an introduction and overview; module 2 covers concerns and characteristics of the adult learner; modules 3 and 4 cover facilitating adult learner success in designing instruction; and module 5 considers facilitating the next steps and needed resources. Objectives and suggestions for activities including worksheets for individual and small groups are given for each module. Modules 2, 3, and 4 also offer supplemental material in the form of reprints of the following articles: "The Adult as Learner: A Case for Making Higher Education More Responsive to the Individual Learner" (B. G. Sheckley); "Adapting the University to Adult Students: A Developmental Perspective" (Edmund F. Ackell and others); "Have Learning Begin with Your Lesson Objectives: Guide Learning with Objectives That Take a Student's Perspective (Ronald E. Dodge); and "Essential Skills for the Facilitator of Adult Learning" by (Michael W. Galbraith). A bibliography of approximately 120 items grouped according to module is included. (JB)

ED 348 909 HE 025 730

Helping Adults Learn. Facilitator's Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 172p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 729-732.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Development; Adult Education; *Adult Educators; Adult Learning; Adult Programs; *Adult Students; Ancillary School Services; Higher Education; Nontraditional Students; Teacher Role; Teacher Workshops
IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This publication is a guide for those planning and facilitating a "Helping Adults Learn" Workshop designed to assist higher education faculty and staff in promoting greater access and success for adult learners in higher education. An overview of the workshop describes the purpose, goals (to increase understanding of theory and research on adult learning, to assess the impact on adults of current institutional services and programs, to promote improved services and programs for adult learners) and objectives. An opening section discusses the role of the facilitator including responsibilities, IDENTIFIERS- University of Illinois

This study compared doctoral students at three stages of their graduate career in the areas of relations with faculty, relations with peers, emphases of classes and other program experiences, personal gains due to the program, and attitudes toward the program. A sample of 596 doctoral students at the University of Illinois (Chicago) were surveyed in 1991. Analysis revealed that more advanced doctoral students reported greater access to faculty, closer working relations, and greater value from their interactions with faculty. They also reported greater involvement with other graduate students and in research. They also indicated less involvement with people, concern for interpersonal issues, obtaining information from others, using gut feelings, and a narrowing of cultural interests. More advanced students were also more positive about the clarity and value of their experiences in their programs, and indicated greater gains in gathering and testing information, while simultaneously expressing less interest in listening with an open mind. The results support the idea that doctoral education consists of different stages, each with its characteristic intellectual and interpersonal demands and opportunities. Contains 13 references. (GLR)

ED 348 926 HE 025 763

Baird, Leonard L.
The Changing Atmosphere for Research among Graduate Students.
PUB DATE- 20 Apr 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For related document, see HE 025 762.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Context Effect; Costs; Doctoral Programs; Federal Aid; *Financial Support; *Graduate Study; Higher Education; *Program Budgeting; Research; Student Publications; *Student Research

This paper argues that both the place of research in graduate education and the conception of research inculcated in students have changed and that research among graduate students has become a "luxurious necessity." The paper considers: (1) the traditional role of research in doctoral education; (2) the changing nature of student finances and support; (3) the changing support for research; and (4) the changing need for research experience and publications as a job requirement. It is argued that the elements of recent experience of graduate students come together to make research activity extremely important for entrance and advancement in careers, while at the same time making research more costly and difficult for the student. The temptation may be strong under these conditions to do research as quickly and inexpensively as possible, with the greatest number of rewards as are feasible. Expensive research topics requiring costly and lengthy efforts may be avoided, especially if the topic is unfashionable. It is suggested that research needs to be done on the understanding of research that graduate students have, on faculty views of research, and on the role of research in graduate education. Contains 19 references. (GLR)

ED 348 927 HE 025 764

Donley, Jan

ED 348 469 CE 060 550

Project Real World: Economic Living Skills for High School Students. Module I, The Canadian Marketplace and You.
PUB DATE- 91
NOTE- 122p.; For related modules, see CE 060 551-554.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Citizenship Responsibility; Competition; *Consumer Education; *Consumer Science; Daily Living Skills; Decision Making; *Economics Education; Entrepreneurship; Foreign Countries; *Free Enterprise System; High Schools; Home Economics; Labor Market; Money Management; *Political Influences; Social Change; Social Studies; Student Responsibility; Supply and Demand; Technological Advancement; Transparencies; Values
IDENTIFIERS- *Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities, and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize enterpreneurship career opportunities. This module, the first in a series of five, contains three sections: (1) the Canadian marketplace--changes, technology, and environment; (2) the consumer and the economy--economic systems, interdependence, supply and demand, competition, and economic problems; and (3) the influence of the political and social systems on the marketplace--government, society, social change, and advertising. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 470 CE 060 551

Project Real World: Economic Living Skills for High School Students. Module II, Your Economic Decisions and You.
PUB DATE- 91
NOTE- 83p.; For related modules, see CE 060 550-554.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Responsibility; *Conservation (Environment); *Consumer Education; *Consumer Science; Daily Living Skills; *Decision Making; Economics Education; Entrepreneurship; Foreign Countries; Free Enterprise System;

master's degree recipients participated in a study to determine motivation for participation in off-campus credit programs. The study population participated in off-campus degree programs in VTAE at Marshall University (West Virginia). An information sheet collected demographic and situational data. The Education Participation Scale (Boshier, 1982) was used to determine the motivational orientation. The 40 items on the 4-point response scale were divided into 6 factors: social contact, social stimulation, professional advancement, community service, external expectations, and cognitive interest. Findings indicated that graduates were more inclined to be enrolled for professional advancement and cognitive interest reasons. Older participants were more inclined to be enrolled for community service reasons. Motivational orientations were found to differ among persons in different occupational fields. The study was recommended as baseline data for further studies in motivational research pertaining to VTAE. (Appendixes include a list of 10 references, 2 figures, and 4 tables.) (YLB)

ED 348 489 CE 061 695

Competitive Skills Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jul 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Basic Skills; Computer Literacy; Cooperation; *English (Second Language); Global Approach; *Job Skills; Language Skills; Limited English Speaking; Mathematics Skills; Needs Assessment; Program Development; *School Business Relationship; Skilled Workers; Technological Advancement; Unskilled Workers
IDENTIFIERS- El Camino College CA; *Total Quality Management; *Workplace Literacy

Almost 180 (22.5 percent) of BP Chemicals/HITCO, Inc. (BPCHI) employees have participated in the basic skills courses offered through the Competitive Skills Project (CSP) at El Camino College (Torrance, California). Workplace basics provide a solid foundation for Total Quality Management (TQM), enabling workers to be globally competitive. Two main groups were targeted for training: shop floor, maintenance, inspection, and technical service workers; and higher skill classification workers. Curriculum design was based on a workplace needs assessment. Assessment analysis identified three basic skills/literacy deficiencies: language, numerical, and basic computer. To address the need, three core courses were developed: communication/English skills for quality; TQM for limited English proficient workers; and English as a Second Language for TQM. In addition, a math skills course was developed. The project consisted of six cycles of courses, an onsite computer lab, and a volunteer tutoring program. Workshops were held to train tutors and supervisors and to improve the computer literacy and report writing skills of participants. The following conclusions about the CSP were reached: (1) consistency of project staff and business partners is critical to effectiveness; (2) line supervisors were a significant barrier to worker participation; and (3) formulation of customized curricula is an ongoing process requiring continual modification. (The bulk of this document contains four appendices: final report of the HITCO Basic action program. The players involved have varying importance in terms of their tasks, strategies, and negotiating capacity; key protagonists are the company, women, promoters, and support mechanisms of the positive action. Training programs can be classified as insertion; retraining or reskilling; and promotion, development, and preparation for management. The effects produced by the positive actions are more training for women, a new sense of legitimacy for equal opportunities policy, and increased occupational visibility for women. (Appendixes include evaluation guidelines, 15 references, and a list of companies visited.) (YLB)

ED 348 508 CE 061 726

Stanzani, Claudio
Occupational and Qualification Structures in the Field of Environmental Protection in the Metal and Chemical Industries in Italy.
PUB DATE- 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemical Industry; Conservation (Environment); Ecology; Environmental Education; *Environmental Standards; Environmental Technicians; Foreign Countries; *Job Analysis; Job Skills; *Metal Industry; *Occupational Information; Occupations; Pollution; Surveys
IDENTIFIERS- *Environmental Protection; *Italy

This report provides an initial analysis of the occupational and qualification structures in the field of environmental protection in the Italian metal and chemical industries. The first two chapters review the legislative background, situation in industry, and provision of environmental education and training. The third chapter presents results of a survey of 10 firms to identify occupations associated with environmental protection and to determine their characteristics. Summaries are provided of an analysis of responses from seven companies in the chemical industry and three in the metal and iron and steel industries. Each case study includes the following: a narrative summary; a chart indicating occupation, percent of working time devoted to environmental activities, and qualifications; and a table that summarizes the principal characteristics of the occupations and indicates the principal tasks, skills, and training requirements. The fourth chapter sets forth conclusions. It identifies "groups of activities" and lists the related tasks for each group. An analysis of occupations groups them into three types: managerial, technical, and operational. A table illustrates criteria for the description and classification of the occupations. Then, the occupations identified in the case studies are classified on the basis of these analyses. A list of the occupations indicates the degree to which each can be assigned to one of the three types. The survey instrument is appended. (YLB)

ED 348 509 CE 061 727

Dupont, Georges; Reis, Fernanda
Training of Trainers: Problems and Trends.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

of the results of the survey were the following: (1) training is becoming more important in strategic planning; (2) training decisions are being made at the highest levels of management; (3) training plans are usually medium-range--about 3 years; (4) most training was still being given to the managerial staff and the "hard core" of the work force, although some evidence pointed to training being made available to the lowest grades of workers; (5) unions usually did not play much of a role in training--planning for training was between management and individual workers; (6) continuing training involved work organization and content, mobility, and pay; (7) types of training identified include technical, general, and social skills training; (8) certification of workers for completion of training courses or skills acquisition is sometimes used as an incentive, although it has some disadvantages to employers; (9) little importance was given to evaluation of individuals completing training projects; (10) training models included training provided by a company department, training partly inside and partly outside a company, and all outside training; and (11) all training studied was paid for by the employers, but there is increasing pressure for training to be paid for by workers or by the state. (Appendixes include an interviewer's guide, company profiles, and a chart of continuing training policy and its implementation in the five countries.) (KC)

ED 348 527   CE 061 748

Fotinopoulou, K.; Manolopoulos, N.
Technical Training Requirements of Middle Management in the Greek Textile and Clothing Industries.
PUB DATE- 91
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clothing; Developed Nations; *Educational Needs; Fashion Industry; Foreign Countries; *Job Training; *Manufacturing; *Middle Management; Postsecondary Education; Technical Education
IDENTIFIERS- *Greece; *Textile Industry

A case study of 16 companies in the Greek textile and clothing industry elicited the training needs of the industry's middle managers. The study concentrated on large and medium-sized work units, using a lengthy questionnaire. The study found that middle managers increasingly need to solve problems and ensure the reliability of new equipment and that to do so they need an adequate overall knowledge of the machinery and a theoretical background. Training on Greek textile machinery is often provided by foreign firms who supply the machinery, either in the Greek plant or abroad. However, Greek middle managers need greater technical background in order to benefit from such training and to provide assistance to the employees under them. Middle managers, therefore, need an overall picture of production and production procedures, thorough knowledge of the mechanical equipment, and knowledge of accounting and the organization of production. Some firms are trying to decentralize and delegate more tasks to middle managers, requiring them to understand how their areas affect the whole company. Few technical schools have effective links with manufacturers, so their graduates are not adequately trained. Better links between manufacturers and technical colleges and better equipment for the colleges would improve the training of middle managers. (Appendixes to the report contain 14 case studies and the project questionnaire.) (KC) eliminate potential barriers to parental involvement are offered. "Community Activities" offers techniques for encouraging community interest and involvement in the vocational schools. "Publicity and Promotional Techniques" suggests activities for use of popular media, including newspapers, television, and radio. "Personnel Activities" details activities to be used to develop an awareness among school personnel of gender equity issues. (YLB)

ED 348 547 CE 061 779

Lakes, Richard; Pritchard, Alice M.
Females in Vocational Education: Reflections of the Labor Market.
SPONS. AGENCY- Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE- Nov 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Educational Discrimination; *Equal Education; Equal Opportunities (Jobs); Females; *Nontraditional Occupations; Role of Education; Secondary Education; Sex Discrimination; *Sex Fairness; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- *Connecticut; *Occupational Segregation

The fact that gender desegregation of vocational programs has not yet been achieved might be related to labor force occupational segregation by gender. Social theorists view schooling inequities as mirrors of social structure, whereby schools track students to maintain social stratification. Mirroring the labor market, education has segregated students into programs based on factors such as their class background, racial/ethnic classification, and gender. Although current enrollments of females reflect greater numbers of students in programs nontraditional for their gender, female students remain clustered in the service and clerical occupations. An examination of 1988-89 enrollments in vocational programs in nine of Connecticut's comprehensive high schools shows that they mirror national trends and have made little progress in reversing gender segregation. Follow-up data on graduates from these schools support this fact. Vocational education can empower students in traditionally female programs by providing them with knowledge about the following: (1) workplace issues that will directly affect them; (2) issues of self-esteem and identity that shape females' work lives; (3) peer relationships and managerial practices in employment settings; and (4) contemporary labor issues on pay equity and comparable worth, sexual harassment, pregnancy and child-care benefits, promotion, and career advancement. (YLB)

ED 348 548 CE 061 780

van den Berg, Ellen
Motivational Profiles of Adult Learners in Relation to Self-Directed Learning.
PUB DATE- 15 Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

ED 348 567 CE 061 823

Skills for Dealing with Feelings. Facilitator's Skill Packets 23-29. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 79p.; For related documents, see CE 061 819-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affection; *Affective Behavior; Anger; *Emotional Response; Empathy; Fear; *Interpersonal Competence; Self Concept; Self Reward; Teaching Guides; Thinking Skills
IDENTIFIERS- Job Corps

These facilitator's skill packets contain seven individual packets on skills for dealing with feelings: (1) knowing one's feelings; (2) expressing one's feelings; (3) understanding the feelings of others; (4) dealing with someone else's anger; (5) expressing affection; (6) dealing with fear; and (7) rewarding oneself. Each unit contains the following sections: definition of skills for dealing with feelings; objective; resources needed; using the skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 568 CE 061 824

Skill Alternatives to Aggression. Facilitator's Skill Packets 30-38. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 101p.; For related documents, see CE 061 819-825.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aggression; Anger; *Conflict Resolution; Coping; Helping Relationship; *Interpersonal Competence; Persuasive Discourse; Self Concept; Self Control; Self Esteem; Sharing Behavior; Teaching Guides
IDENTIFIERS- Job Corps

These facilitator's skill packets contain nine individual packets on skill alternatives to aggression: (1) asking permission; (2) sharing something; (3) helping others; (4) negotiating; (5) using self-control; (6) standing up for one's rights; (7) responding to teasing; (8) avoiding trouble with others; and (9) keeping out of fights. Each packet contains the following sections: definition of skill alternatives to aggression; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA) course mechanics and course content. A list of selected readings for career development in psychology and a reference list of career information are included. (ABL)

ED 348 586 CG 024 404

Sinnott, Jan D.
Development and Yearning: Cognitive Aspects of Spiritual Development.
PUB DATE- Aug 92
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Counselors; *Psychologists
IDENTIFIERS- *Spiritual Development

People are beings that seem to have, and to think about, spiritual, transcendent experiences. But some are psychologists who have historically found it very difficult to integrate their spiritual, yearning selves, or the spiritual selves of those they see. Psychologists may want to understand the processes involved in complex transcendent, spiritual, new-paradigm understanding, and how such thinking becomes part of the skills and experience of the normal, non-pathological developing human. Four sample hypotheses could test some relations between postformal cognition and high-level spiritual development: (1) individuals who report a unitative state of consciousness show postformal operations; those not reporting unitative states may or may not show postformal operations; (2) those reporting unitative states have highly efficient styles of processing large amounts of conflicting information and function better in the face of overload than those not reporting such states; (3) middle-aged and older persons are more likely to describe spiritual searches which link them with others and which operate to give a unity and meaning to their lives than younger persons; and (4) choice of exposure to life events or workshops or psychotherapy where one challenges the meaning of one's life or the grounds of one's life or the grounds of one's "self" are likely to allow the person to transition to both postformal thought and spiritual development. (ABL)

ED 348 587 CG 024 405

Lemke, Lynn A.; And Others
Differences in Social Support between Rural and Urban Communities.
PUB DATE- Aug 92
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Helping Relationship; Interpersonal Relationship; *Rural Urban Differences; Sex Differences; *Social Support Groups

Traditionally, a "rural" community refers to a community with low population density, which is relatively isolated from a metropolitan area, and which is economically based around the

Receptors" which summarizes opioid advances. Bibliographies are included with each chapter. Statistics, tables, and graphs illustrate the report. Author and drug indexes are included. (ABL)

ED 348 605 CG 024 423

Keith, Patricia B.; And Others
School Psychologists' Use of Time: Interventions and Effectiveness.
PUB DATE- Mar 92
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (24th, Nashville, TN, March 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; Counselor Client Ratio; *Counselor Evaluation; Counselor Teacher Cooperation; Elementary Secondary Education; School Counseling; *School Psychologists; *Teacher Attitudes

School psychologists are currently being called upon to spend more time in direct and indirect interventions to assist students with academic and behavioral problems. This study examined if time used for interventions is related to school psychologists' effectiveness. A group of Iowa school psychologists (N=91), who in turn identified up to three teachers (N=196) with whom they had been involved in implementing direct or indirect interventions to assist students, were surveyed. Psychologists completed a survey which included background information, information about work assignment and number of hours per week allotted for that activity, and information pertaining to three recently completed cases. Teachers completed a survey which included background information, degree of contact with the psychologist, quality of school psychology services, and the effectiveness of each intervention. LISREL was used to test the causal relationship among selected characteristics of the school psychologist, the teacher, the implementation of the intervention, and psychologists' and teachers' perceptions of the effectiveness of the interventions. Teachers' and psychologists' ratings of the effectiveness of the interventions were not consistent. Teachers rated psychologists who spent time involved in direct interventions as more effective than psychologists who spend time involved in indirect interventions. No support was found for the idea that gender or years of experience had an influence on psychologists' ratings by teachers. As caseloads increased time spent on indirect interventions dwindled and time spent on direct interventions significantly decreased. (ABL)

ED 348 606 CG 024 424

Hall, J. Mark
Dissociative Reactions to Incest.
PUB DATE- 16 Aug 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

fourth chapter discusses program development, including establishing a need and administrative base for the program, program promotion, program evaluation, and vision for change. The fifth chapter discusses components of the internationalized career center. The sixth chapter discusses potential problems of internationalization, including budgetary concerns, insufficient support from the university administration, the student body, and the faculty, and problems concerning travel funds. The seventh chapter describes future trends in internationalization. A list of 65 references is included. The appendix lists publications of interest to the international career seeker; resources for an international career library; top international programs; international directories; and addresses of Chambers of Commerce. (ABL)

ED 348 625   CG 024 443

Robinson, Edward H.; And Others
Helping Children Cope with Fears and Stress. Part I: Discussion and Activities. Part II: Facilitator's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anxiety; *Coping; Elementary Education; *Elementary School Students; *Fear; High Risk Students; *Stress Variables

How fears, phobias, anxiety and stress develop in elementary school students and how these students can be assisted in coping with fears and stress are discussed in this book. Part 1, "Discussion and Activities," contains six sections. Section 1 presents an overview of fears, and stress in children. Section 2 presents 12 fear-specific activities including "shadows" and "fantasy trip." Section 3 presents 27 fear prevention activities including "success a day," "feeling masks," and "who's in the bag?" Section 4 presents four stress reducing activities including relaxation exercises and relaxation scripts. Section 5 presents four high-risk student activities including personal crisis management and systematic desensitization. Section 6 contains four appendixes including a counseling model for helping the fearful child, a bibliography of children's fears, and a resource list. Part 2, the facilitator's guide, suggests strategies and procedures for the following workshop sessions: (1) introduction; (2) primary prevention; (3) school and classroom activities; (4) helping high risk children; (5) helping children during a crisis; (6) helping children who are not coping well; (7) stress/fear and the family; and (8) developing an action plan. The appendix includes a fear and stress survey; additional handouts, and classroom activities for children exposed to a violent event. (ABL)

ED 348 626   CG 024 444

Feller, Richard W.; And Others
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Review of Literature.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

Approach; Writing Assignments
IDENTIFIERS- Reading Behavior; Writing Contexts

A study examined the extent to which literacy tasks were emphasized within a fourth-grade social studies classroom. Subjects, 21 fourth-grade students and their teacher at a private K-8 elementary school located in an urban area of the east, were observed over a 7-week period as they conducted a thematic unit on liberty. Data included audiotapings of the lessons, field notes, and interviews. Results indicated that: (1) non-fictional texts on liberty were used instead of a textbook; (2) when students read, it was most often an independent, silent activity; (3) listening played an important function in the classroom; (4) students were provided the opportunity to elaborate on their understandings of liberty rather than just recall information; and (5) student writing in the classroom served as a means for displaying acquired subject matter knowledge. Findings suggest that language was viewed as an integral part of the learning process in this classroom. (One figure of data is included; 29 references are attached.) (RS)

ED 348 646 CS 010 991

Nourie, Barbara Livingston; Davidson, Raymond A., Jr.
Vocabulary Enrichment: Technology to the Rescue!
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Databases; Elementary Education; *Prefixes (Grammar); *Suffixes; Teaching Methods; *Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Words

Computer technology allows students to experiment with word usage and create their own meaningful words. Traditionally, students have acquired new words through reading them in context, analyzing the structure of new words, or using the dictionary. Drills in any of these techniques can be ineffective unless students are actively engaged in the learning process. Computers have that engagement power to draw students into the word learning mode. The most powerful vocabulary learning technique is a combination of contextual analysis along with structural analysis. Computer technology allows teachers to build databases of prefixes, roots, and suffixes, drawn from concurrent classroom reading and writing. Students can then combine word parts to create actual dictionary words. If certain combinations do not exist, the computer can direct the student to an alternate possibility. By limiting the number of possibilities for each database (for example, three prefixes, three roots, three suffixes), teachers can control the number of possible combinations. By building many separate databases, students have infinite numbers of words to enhance their reading and writing. (Two figures representing possible computer responses to students' input are included; 16 references are attached.) (Author/RS)

ED 348 647 CS 010 992

Foorman, Barbara R.; And Others
Links among Segmenting, Spelling, and Reading Words in First and Second Grades.
PUB DATE- Apr 92

Many scholars have made recommendations about how to improve content area materials and instruction, but the recommendations have been made apart from the study of existing content area materials and instruction. A review of detailed studies describing elementary and secondary content area materials and the extent of their use indicate that: reliance upon a single textbook is characteristic of all subject areas in American public schools, regardless of grade level; elementary and secondary textbooks are characterized by the "inconsiderate" nature of the writing they contain; and the questions provided in the textbooks are largely lower level, asking for recall of information. Detailed studies describing teaching and learning in the content areas indicate that classroom interactions are restricted to the classic triad--teacher initiates a question, student responds, and teacher comments--and turn-taking pattern of classroom interaction. Among implications of these studies for practice are that: teachers should use multiple secondary materials; publishers should reduce the number of questions in commercially produced textbooks; students should be given more opportunity to write extended answers to questions; teachers should prepare students for the text materials they will read; and teachers should include instructional assignments that encompass more than the acquisition of discrete bits of information. Recommendations for future descriptive research call for: development and implementation of a large-scale effort to describe content area reading practices; analysis of questions in textbooks across content areas and grades; and examination of how reading is perceived to fit within the larger purpose of a particular content domain. (Fifty-nine references are attached.) (RS)

ED 348 667   CS 011 022

Mason, Jana M.; Sinha, Shobha
Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Sep 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Influences; Early Childhood Education; Language Acquisition; *Learning Processes; *Literacy; Models; Reading Readiness; *Student Development; *Teacher Behavior; *Young Children
IDENTIFIERS- *Emergent Literacy; Reading Theories; *Vygotsky (Lev S)

That the emergent literacy perspective is gaining influence in the United States as a way of studying children's literacy acquisition. This report interprets emergent literacy research in light of the Vygotskian theory of learning and development. First, the report compares the emergent literacy perspective to the more traditional reading readiness perspective, then it describes the Vygotskian perspective and applies it to emergent literacy. Finally, it suggests how the Vygotskian model of learning and development can be applied to promoting literacy acquisition in early childhood programs and instruction. (Eighty-seven references are attached.) (Author)

ED 348 668   CS 011 024

Anderson, Stephen A.; And Others
A Mastery Learning Experiment.

time, women were able to speak in class, read their own essays, and perform on a public platform. However, no opportunity to practice for public occasions existed until the women formed their own literary society. Generally said to have been in decline, nineteenth-century rhetoric emerges from a study of literary societies as central to education and society. (RS)

ED 348 686 CS 213 492

Moll, Patricia Buerke
Children & Books 1: African American Story Books and Activities for All Children.
PUB DATE- 91
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Culture; Black History; *Black Literature; Blacks; *Childrens Literature; Class Activities; Cultural Context; Elementary Education; Literature Appreciation; Picture Books; Reading Materials
IDENTIFIERS- African Americans

Since young children in general can benefit by experiencing literature in which African-American children are the central figures, this book presents 86 selected children's story books featuring African-Americans as main characters and provides extension activities to involve children actively with the books. The books included were written or illustrated by African-Americans, or are about African culture, customs, and folklore. Chapter 1, Children Love Books, discusses the arrangement of the book and how to use it. Chapters 2 through 8 present the story books in general categories: Beginner Books, Folklore and Music, Family, Stories and Poetry, Black History, Friends, and African Folktales and Customs. Each individual entry first presents information about the book being introduced plus a brief summary, then offers a "Story Time" section which states the theme of the story or narrative and describes ways to present it to children, and finally describes ideas for classroom activities which enlarge on the book's theme and message. Chapter 9 presents biographies of the authors and illustrators included in the text. An appendix includes a list of publishers, sources of other materials, sample parent letters, song lyrics, another story book entry, a 24-item bibliography, and a list of the Coretta Scott King Book Awards. (SR)

ED 348 687 CS 213 493

Sierra, Judy
Cinderella. The Oryx Multicultural Folktale Series.
PUB DATE- 92
NOTE- 181p.; Published by Oryx Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Multicultural Education; Reading Aloud to Others; *Tales
IDENTIFIERS- *Cinderella; *Folktales

Intended to be read aloud to children ages six to nine and read alone by children nine and up, this book presents 24 versions

DESCRIPTORS- Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Education; *Interpersonal Communication; *Parent Participation; *Parent Teacher Cooperation; *Teacher Effectiveness
IDENTIFIERS- Communication Behavior

Parent involvement begins with teachers and principals. They initiate the contact with the parents. How parents respond depends on how they are regarded--whether they feel respected and needed. The teacher has to model openness, so that the parent develops trust and becomes more willing to disclose and resolve. If teachers concern themselves with the "untrained parent" who might unwittingly interfere with their educational turf, teachers will not be able to sincerely produce the communication behavior that reflects openness. Furthermore, teachers must not view parent involvement as a burden and need to be better educated in strategies for involving parents. Two solutions to these problems are: (1) require at least one college course on interpersonal skills for new teachers; and (2) provide staff development on parent involvement for experienced teachers. The goals are to raise teachers' consciousness about the value of involving parents and to train them in the skills they will need to communicate with parents. A several-session course which begins with reinforcing teachers' successes and which includes activities for practicing learned skills can help to accomplish these goals. (PRA)

ED 348 707 CS 507 903

Bales, Terry Wallace
The Dumbing of America: Education in the Media Age. Rancho Santiago College Second Annual Faculty Lecture.
PUB DATE- 5 Jan 89
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications; *Educational Trends; Elementary Secondary Education; Higher Education; Information Technology; *Mass Media; *Mass Media Effects; *Mass Media Role; Popular Culture
IDENTIFIERS- *Educational Issues; McLuhan (Marshall); Media Education

In this high tech era when nations are competing fiercely for every edge, America's educational institutions are being accused of producing an army of illiterates who cannot read their graduation diplomas or locate the United States on a world map. The most significant change over the past 30 years is surely the environment surrounding the lives of the students who are presently being taught. The breakdown of the family unit, the rise of immigrants in the public schools, and a rush toward specialization in almost every subject have changed the educational environment. Many scholars are even beginning to treat the media as co-equals with the family and religion as the central shaping force in culture today. Led by Marshall McLuhan, some have argued that electronic media and print media of the past are fundamentally different. Television is now the most successful and most influential medium of all. Newspapers have been hard hit, and a striving after simplicity has resulted, with some suggesting that now speed is this nation's addiction. But having an informed citizenry is vital to the lifeblood of democracy. Thus, the challenges facing education in this new media age are staggering, with some scholars

Development; Early Childhood Education; Emotional Development; *Learning Readiness; *Parent Child Relationship; *Parent Role; *School Readiness; Verbal Development

There is a growing awareness today of the critical impact of the preschool years on a child's later academic success. Some studies indicate that many children today are less well prepared for school than were children beginning school 5 years ago. This publication examines what is known about school readiness; discusses the reasons why some children are unprepared; and outlines what schools, parents, and communities can do. Parental activities for building school readiness focus on providing support for a child's emotional, physical, and cognitive development. Information is provided on language development, an immunization schedule, choosing a good day school, and Head Start programs. Making schools ready for children involves parent, school, and community collaboration. Ensuring that all children start school ready to learn is crucial for the achievement of national education goals. Three figures, a calendar of suggested activities, and suggested readings for children are included. (LMI)

ED 348 728 EA 024 172

Addonizio, Michael
Recent Developments in School Finance Litigation: Some Observations on Causes and Implications. Policy Report PR-B11.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equal Protection; *Finance Reform; Resource Allocation; State Aid; *State Courts

Recent developments in school finance litigation are described in this document, which examines the legal bases for school finance challenges and the nature of the inequities that plaintiffs seek to prove. The first section summarizes the legal theories upon which the challenges have been based. Section 2 focuses upon plaintiffs' arguments in the most recent round of litigation that occurred in New Jersey, Texas, Kentucky, and Montana, and the fiscal conditions that facilitated them. The third section summarizes the current status of school finance case law and offers some observations regarding possible legislative responses to recent judicial rulings. The review points to a problematic degree of variation in judicial findings that exist across states in similar fiscal situations; a lack of a basic sense of fairness; and the failure of the political system to achieve consensus on questions of equity, adequacy, and efficiency. These conclusions call into question the fairness of the state school finance system in distributing educational resources. (37 references) (LMI)

ED 348 729 EA 024 173

Ten Lessons about Regulation and Schooling. Reporting on Issues and Research in Education Policy and Finance. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Ladders; Dropouts; *Educational Change; Elementary Secondary Education; High Risk Students; *Needs Assessment; Program Evaluation; *State Legislation; *Student Needs
IDENTIFIERS- *Comprehensive Education Reform Act (Tennessee); *Extended Contracts

Tennessee's Comprehensive Educational Reform act of 1984 created a widely publicized career-ladder program that provided extended contract opportunities as incentives to teachers receiving level II or III status. A comprehensive evaluation study found that extended contract expenditures and resource-allocation processes were not always driven by student needs. This paper reports results of a 1991-92 study to determine Tennessee schools' progress in implementing the needs assessment mandated in 1988 legislation. The study also aimed to identify difficulties in meeting established guidelines, determine significant areas of student concern, and determine how the needs assessment process affected the extended contract program and overall education efforts. Methodology included analysis of needs assessment reports submitted during 1991-92 and previous years and semistructured interviews with a stratified random sample (34 percent) of the 143 extended contract coordinators who conducted needs assessments. Findings showed an improvement in needs assessment report quality during the 3-year implementation period. Primary student concerns were improvement of academic performance, expansion of academic opportunities, reduction of at-risk and dropout numbers, and improvement of parent involvement. The needs assessment process was congruent with extended contract program goals and improved overall education efforts. Appendices contain ratings of needs assessments, areas of prioritized needs, and a ranking of student needs. (MLH)

ED 348 750 EA 024 215

Potter, David C.; Wall, Mary Ellen
Higher Standards for Grade Promotion and Graduation: Unintended Effects of Reform.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Discrimination; *Educational Improvement; Elementary Secondary Education; *Grade Repetition; Outcomes of Education; *Standardized Tests; State Action; *State Standards; Student Evaluation; *Student Promotion
IDENTIFIERS- *South Carolina

Findings of a study that examined the effect of the reforms mandated by South Carolina's Educational Improvement Act of 1984 on student outcomes are presented in this paper. Specifically, the study sought to determine the impact of higher standards for grade promotion and graduation on retention rates, the proportions of students overage for their grade, different demographic groups, and student achievement between the years 1985-86 and 1989-90. Methodology involved analysis of statewide testing and demographic data and school policy reports submitted to the state department of education. Findings indicate that the stricter requirements created a high were received. Findings indicate that participation in teacher leadership promoted improvements in self-confidence, teaching, attitude toward work, and expanded teachers' knowledge and perspectives. Drawbacks included the high amount of energy and time required, which detracted from the classroom. Most teacher leaders expressed the need for communication skills, understanding of group dynamics, and knowledge of restructuring. A conclusion is that teacher leadership opportunities in schools must go hand in hand with a serious look at restructuring the school--its organization, governance, professional roles, responsibilities, and relationships. (Contains 39 references.) (LMI)

ED 348 771 EA 024 247

Troen, Vivian; Boles, Katherine
Leadership from the Classroom: Women Teachers as a Key to School Reform.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; *Educational Change; Elementary Secondary Education; *Interpersonal Relationship; *Leadership; Leadership Qualities; Participative Decision Making; *Professional Development; Teacher Role; Women Administrators; *Women Faculty

Findings of a study that examined female teacher leaders' views of teacher leadership are presented in this paper, which focuses on the potential of teacher leadership for facilitating school reform. Interviews were conducted with six women teacher leaders involved in restructuring efforts--three in school/college collaboration and three in curriculum reform. Findings illustrate how the women succeeded despite the school structures in which they worked. Teacher leadership initiatives provided them with opportunities for collaboration, professional development, and affecting school change. A drawback was the loss of connectedness to former peers, which raises the question of how to redefine power and leadership in feminist terms. (Contains 35 references.) (LMI)

ED 348 772 EA 024 248

Furtwengler, Willis J.; Hurst, David
Leadership for School Quality--Personal Challenge, the Missing Factor.
PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Educational Change; Elementary Secondary Education; Leadership Qualities; *Leadership Styles; Organizational Climate; Organizational Development; *Principals; *Professional Development

ED 348 790   EC 301 410

Titus, Janet C.
The Concept of Fractional Number among Hearing-Impaired Students.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Photoreduced print in appendices A and B may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Comprehension; Elementary Secondary Education; *Fractions; *Hearing Impairments; *Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; Skill Development; Student Development
IDENTIFIERS- Developmental Delays

This study investigated hearing-impaired students' understanding of the mathematical concept of fractional numbers, as measured by their ability to determine the order and equivalence of fractional numbers. Twenty-one students (ages 10-16) with hearing impairments were compared with 26 students with normal hearing. The study concluded that hearing-impaired subjects lagged behind their hearing peers in arithmetic computation and the development of the concept of fraction. The hearing-impaired students were capable of ordering the same types of fractions as younger hearing students. In general, they made the same kinds of errors as the younger hearing students, employed strategies in a similar way, and were negatively influenced by the size of the counting numbers composing the fractions. Possible explanations for this developmental delay are explored, and implications are discussed. A copy of the assessment instrument is included in an appendix. (Contains 26 references.) (JDD)

ED 348 791   EC 301 411

Russell, Steven C., Comp.
Striving for Excellence. The International Conference of the Learning Disabilities Association of America (Atlanta, Georgia, March 4-7, 1992). Research Poster Session Abstract. Volume 1.
PUB DATE- Mar 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Proceedings (021)
DESCRIPTORS- Behavior Problems; College Students; Delivery Systems; Elementary Secondary Education; Higher Education; *Intervention; Language Skills; *Learning Disabilities; Learning Problems; Literacy Education; Mainstreaming; Reading Difficulties; *Student Evaluation

Eleven abstracts of research projects related to individuals with learning disabilities are compiled in this booklet. The research projects were presented in poster sessions at the March 1992 International Conference of the Learning Disabilities Association of America. Titles and authors of poster sessions include: "Perceptual and Verbal Skills of Disabled Readers in Grades 4-6" (Harold A. Sloan); "A Comprehensive Analysis of Neurocognitive Profiles in Six-to-Eight Year Old Children Referred for Evaluation following School Problems" (Carol A. Haake); "The Differential Prediction of Word Recognition and Reading Comprehension" (Sue P. Sears);

districts enlisting senior citizen volunteers. The top 10 regional policy issues in each region and the top 20 policy issues throughout the United States and Canada are listed. (DB)

ED 348 810 EC 301 431

Paul, James L.; And Others
Handbook for Ethical Policy Making.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Boards of Education; *Compliance (Legal); Conflict Resolution; *Decision Making; *Disabilities; *Early Intervention; Educational Legislation; Educational Policy; Elementary Secondary Education; *Ethics; Family Programs; Federal Legislation; Infants; Policy Formation; Toddlers; Values
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This handbook is intended to assist policy boards and Interagency Coordinating Councils in developing and writing clear guidelines for implementing Part H of the Individuals with Disabilities Education Act which mandates early intervention services to infants and toddlers with disabilities. Principles are rooted in a "family systems" model of intervention which stresses respecting family autonomy, a collaborative mode of intervention, and a broad definition of "family." The first component of the guide describes the historical context of the law and the nature of the study of ethics. The next component is devoted to background information about the effectiveness of particular intervention strategies with different clienteles. A major section on ethical issues is divided into three subsections titled : "Child Centered," "Family Centered," and "Profession Centered." Because decision making often involves conflicts in values or assumptions, one component of the handbook deals with "Value Conflicts in a Group" with sections on "Change of Views" and "Problems of Self-Interest." The final component describes a set of procedures that are then applied to a scenario in which problems are identified, value conflicts are made salient, and solutions proposed. An annotated bibliography of 84 items and sample forms are appended. (DB)

ED 348 811 EC 301 432

Harbin, Gloria L.; And Others
Status of States' Progress in Implementing Part H of IDEA: Report #4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 92
NOTE- 53p.; For Reports #'s 1-3, see ED 319 169, ED 328 030, and ED 337 988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; *Compliance (Legal); *Disabilities; Educational Finance; *Educational Legislation;

problems; and (3) access to computers is key to increased independence, employment potential, and increased convenience. A moderator's guide for use with the focus groups is appended. (JDD)

ED 348 831 EC 301 456

Ward, Carolyn
Design for All: Consumer Needs Assessment Project Year 2. Results of the Second Year of a Five Year Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 90
NOTE- 45p.; For related documents, see EC 301 455-458.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Cerebral Palsy; Communication Aids (for Disabled); Consumer Economics; *Disabilities; *Equipment Evaluation; Head Injuries; Individual Needs; Mobility Aids; *Needs Assessment; Neurological Impairments; Normalization (Handicapped); Qualitative Research; *Rehabilitation; *Technology
IDENTIFIERS- Cerebrovascular Disorders; Multiple Sclerosis

This paper describes the second year of a 5-year study of the needs of individuals with disabilities as they relate to consumer products. The study employed focus group research techniques in which group members responded to issues and raised their own concerns regarding general products and equipment specially designed for persons with disabilities. The study involved three groups; each group consisted of persons with the following disabilities: cerebral palsy, multiple sclerosis, stroke, and traumatic brain injury. Focus group discussions often included areas beyond the realm of technology, such as the need for more and affordable services to assist persons with disabilities, the need to combat ignorance and stereotypes, the need for companionship and socialization, and others. Product features cited by focus groups included cost, durability, maneuverability, ease of assembly and disassembly, reliability, controls, safety features, simple instructions, aesthetics, and ability to keep devices in place during use. Other issues discussed included information sources about products, difficulties in choosing devices, trade-offs in using devices, and consumer interest in testing devices. Specific types of products are examined, including controls, computers, mobility devices, kitchen appliances, grooming and dressing devices, and communication tools. The report presents "wish list" items compiled by each disability group, and concludes with creative solutions used by focus group members to cope with their needs. A moderator's guide for focus group discussion is attached. (JDD)

ED 348 832 EC 301 457

Ward, Carolyn
Increasing Independence through Technology: The Views of Older Consumers with Disabilities and Their Caregivers. Consumer Needs Assessment Project Year 3: Results of the Third Year of a Five Year Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 45p.; For related documents, see EC 301 455-458.
LANGUAGE- English

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; Instructional Materials; *Learning Strategies; *Listening Comprehension; *Listening Skills; Metacognition; Notetaking; Prior Learning; Second Language Instruction; *Second Languages; Spanish; Student Attitudes; Videotape Recordings; Vocabulary
IDENTIFIERS- *Authentic Materials

A study investigated what conscious listening strategies second language learners use when listening to authentic texts. Subjects were six college students of intermediate Spanish. They listened to three authentic audio and three authentic video texts. The introspective commentaries of the subjects on one of the video texts are discussed here. Subjects viewed the tape as much as desired and were allowed to take notes, while listening for details to answer five specific questions. They were advised to think about and comment on how they were processing information. Responses are analyzed for each question separately, focusing on the types of processing used by each student. It was found that the subjects used a variety of strategies for comprehending the text and answering detail questions, including paying continuous attention, previewing, recognizing key words, using background knowledge, taking advantage of text length to absorb content, using pauses to think about what they had heard, focusing on redundancy, and taking notes. It is concluded that the attention, motivation, and comprehension associated here with use of authentic videos indicates little harm and much advantage in their use in the second language classroom. A brief bibliography is included. (MSE)

ED 348 852 FL 020 472

Grosse, Christine Uber; Benseler, David P.
Directory of Foreign Language Teacher Preparation Programs in the United States: A Preliminary Report.
PUB DATE- 91
NOTE- 20p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Directories; Elementary Secondary Education; Higher Education; *Language Teachers; National Surveys; Program Descriptions; Second Language Instruction; *Second Languages; *Teacher Certification; *Teacher Education Programs; *Teacher Supply and Demand

The status of a directory of foreign language teacher education programs is reported. The directory's development was undertaken in response to a shortage in language teachers and as an aid to potential language teachers' in their searches for appropriate training programs. The report reviews the disparate sources of information about programs that have been available and comments on the lack of coordinated efforts to disseminate information. A description of the forthcoming directory follows, outlining its proposed content and the process of its preparation. Preliminary findings are also summarized. These include a tabulation of state-approved institutions with

105 schools with Chinese programs not under Dodge funding and to college Chinese professors. The report offers background information on the Dodge program, an overview of the study's design, and extensive summaries of results concerning school and program characteristics, teachers, content of instruction, teaching practices and resources, and student characteristics and attitudes. Findings and recommendations are also reported. It was found that the Dodge strategy included spreading funding broadly across the country, selecting schools with records of high academic achievement, insisting on formal commitment and an approved action plan, supporting development of a new text, organizing summer teacher workshops, and importing native speakers. Recommendations for program emulation and general Chinese language teaching policy issues are noted. Appended materials include an essay on the difficulty of Chinese, a list of states with teacher training programs in Chinese, and 1991 public and private high school enrollments in Chinese. (MSE)

ED 348 872 FL 020 564

Stansfield, Charles W.
Testing the Language Proficiency of Bilingual Teachers.
PUB DATE- 1 Jun 79
NOTE- 16p.; Paper presented at the National Invitational Conference on Implementing the Lau Task Force Remedies. Sponsored by the Coalition of India Controlled Boards.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Teachers; Comparative Analysis; Court Litigation; Elementary Secondary Education; Language Proficiency; *Language Tests; School Responsibility; *Spanish; *State Standards; *Teacher Certification; Testing; Test Selection
IDENTIFIERS- *Colorado; Foreign Service Institute DC; *Oral Proficiency Testing

As bilingual education emerges after the 1974 Lau decision, the additional need to test the language proficiency of bilingual education teachers is recognized. Examination of possible means of validating language proficiency of bilingual education teacher certification candidates shows several alternatives, some desirable and some not. A review of these measures focuses on the state of Colorado and teacher competence in Spanish. Of five means for testing, the National Teachers' Examination in Spanish, easiest to administer, is least desirable because it measures receptive but not productive language skills and contains some items of questionable validity. The Modern Language Association Spanish Proficiency Test for Teachers and Advanced Students is less secure, more reliable, but still unsatisfactory for this purpose. A third possibility, construction of a new test, would be costly and time-consuming. A fourth option is to leave validation of teachers' proficiency to the universities, but variation in standards would result. The fifth and most highly recommended means is the Foreign Service Institute Oral Proficiency Interview, described in some detail here. It is proposed that Colorado use the test statewide for certification/endorsement of bilingual education teachers and adopt a state standard for proficiency. The experience of other states provides a basis for comparison. (MSE)

ED 348 873 FL 020 582

simple drawings, gestures, translation, and some English to describe the learner's work, relationships, language and cultural connections, education, interests, etc. During the first 20 months of the program, only 2 of the 120 participants dropped out. Contains 17 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 891 FL 800 542

Burenstein, Benjamin D.
Sowing the Seeds: Literacy in a Clothing Factory. A Workplace Literacy Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Aug 89
NOTE- 83p.; Section 310 Project #98-9010.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Literacy; Clothing; Cooperative Programs; Employees; Employers; *English (Second Language); Hispanic Americans; *Literacy Education; *Manufacturing; Reading Skills; *Second Language Learning; *Textiles Instruction; Unions; Writing Skills
IDENTIFIERS- Pennsylvania (Philadelphia); *Workplace Literacy

A project to improve the literacy skills of workers in a clothing manufacturing company is reported. The goal of the project was to teach practical workplace reading and writing skills using materials and requirements of the employees, the employer, and their union. The project integrated a skills approach with a creative writing approach. The curriculum was field tested with a group of 10 students, mostly Hispanic, from the Good Lad Company, a children's clothing manufacturer in Philadelphia. A professional teacher from the Center for Literacy was supplemented by volunteer tutors. This teacher's guide combines both general adult literacy curriculum components and components specific to the needs of Good Lad and the Amalgamated Clothing and Textile Workers Union. The following topics comprise the units of the curriculum: introduction; initial language assessment; sewing and workplace basics; the Good Lad employee handbook and policy manual; the story of Sidney Hillman, who advocated collaborative management-union relations; and creating a class newsletter. Specific chapters cover such topics as workplace dialog and color, grammar, the factory environment, and vocabulary skills. Twenty-two student worksheets are included. Contains 9 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 892 FL 800 545

Craig, Hilary, Ed.; And Others
Literacy Works, Volume 2, Number 1-2, 1991.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Children; Correctional Education; Foreign Countries; Health Materials; *Health Promotion; *Immigrants; Learning Disabilities; *Literacy Education; Peer Teaching; Theater Arts

materials, and planning tips. The workshop consists of four modules, each with its own section of the guide and covering: an introduction and overview; (2) characteristics of the adult learner; (3) facilitating adult learning success: designing programs; (4) facilitating adult learner success: designing instruction; and (5) facilitating the next steps: the needed resources. Each section outlines that section's objectives and suggests activities including worksheets for individual and small group activities. Appendix A contains sample agendas for a 6.5-hour format or an 8-hour format. Appendix B contains 14 overhead transparency masters. Appendix C contains four articles presented in the workbook for participants. Appendix D offers California State University references, and appendix E contains bibliographies totaling approximately 120 items for modules 2, 3, and 4. (JB)

ED 348 910 HE 025 731

Building Bridges for Adult Learners in Higher Education. A Resource and Planning Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 50p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 729-732
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Education; Adult Educators; Adult Learning; Adult Programs; *Adult Students; *Ancillary School Services; Higher Education; Resource Materials
IDENTIFIERS- California State University Hayward; *California State University Inst for Teach Learn; *College Teaching and Learning Collection; Student Handbooks; Student Surveys

This guide, based on a project to improve services to adult learners at the California State University (CSU) Hayward campus, is designed to help faculty become more aware of the needs of adult learners and to promote the changes that will help institutions in the CSU system to meet those needs. The guide serves as a summary overview of key issues related to institutional support for adult learners, and how this campus is responding to those issues. Part 1, "Support Services for Adult Learners," presents the issues related to adult learner needs and support services, noting the ones that are already offered or planned and which may be adaptable to other institutions. The succeeding parts each focus on particular facets of the project which is the basis for this guide: Part 2: "Inventory of Student Services"; Part 3: "The Student Survey"; and Part 4: "The Student Handbook." In each case, the purpose and goals are discussed, followed by a brief review of the procedures implemented. Where feasible, the actual instruments used or documents produced in completing that facet of the project have been included for inspection. The last part of the guide, part 5, "Project Evaluation," presents a brief summary of the project outcomes. (JB)

Effects of Instructional Context on Academic Performance and Self-Regulated Learning in Underprepared College Students.
PUB DATE- 20 Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Comparative Analysis; Higher Education; Instructional Effectiveness; Learning Activities; *Learning Strategies; Postsecondary Education; Reading Comprehension; *Reading Improvement; *Reading Strategies; *Remedial Instruction; Research Methodology; Skill Development; Student Improvement; Student Reaction; *Study Skills

This study examined the differential effects of a course-based treatment (i.e., students' direct application of reading strategies to their own college texts) versus a content-based treatment (i.e., student application of reading strategies to texts provided in the reading class) on various measures of student achievement and psychological functioning related to academic learning. The study involved 47 college students at North Carolina State University and incorporated a quasi-experimental, two group, two observation (pretest/posttest) design. Students were taught and practiced using the PROR (Preread-Read-Organize-Review) textbook reading strategy. Overall, students from both the course- and content-based treatment groups reported positive attitudes towards the course and the PROR strategy, showed gains in their learning skills, and also indicated that they were using and would continue to use the PROR strategy for their textbook reading assignments. However, students in the course-based group were more likely to be using each component of PROR, and it was found that this group used the reading strategy more in other courses. Contains 28 references. (GLR)

ED 348 928 HE 025 765

Zulich, Jan L.; And Others
Exploring the Other Half of the Dialogue: A Case Study Analysis of Professor Responses to Student Dialogue Journal Entries in a Multicultural Community.
PUB DATE- 20 Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Faculty; *Dialog Journals; Evaluation; Higher Education; *Multicultural Education; Secondary School Teachers; *Speech Communication; *Student Journals; *Teacher Response; Teacher Role; *Teacher Student Relationship

This paper reports on a content analysis study of the dialogue in student-professor dialogue journals with a focus on professors' responses to student journal entries. Nine journals were kept by a multicultural sample of eight preservice secondary teachers and their three professors. The researchers applied Tannen's (1990) theory of symmetry in conversations to discover the extent to which the responses from professors reduced

High Schools; Home Economics; *Individual Development; Labor Market; Money Management; Political Influences; *Problem Solving; Social Change; Social Studies; Student Responsibility; Technological Advancement; Transparencies; Values
IDENTIFIERS- *Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize enterpreneurship career opportunities. This module, the second in a series of five, contains three sections: (1) focus on the individual--needs and wants, values, adult roles, lifestyle, and influences; (2) decision making and problem solving in everyday life; and (3) conservation. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 471 CE 060 552

Project Real World: Economic Living Skills for High School Students. Module III, Resource Management Skills--What Money Can't Buy.
PUB DATE- 91
NOTE- 157p.; For related modules, see CE 060 550-554.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Citizenship Responsibility; Clothing; *Consumer Education; *Consumer Science; Credit (Finance); Daily Living Skills; Economics Education; Entrepreneurship; Equipment; Food; Foreign Countries; Free Enterprise System; High Schools; Home Economics; Housing; Insurance; *Money Management; *Purchasing; Recreation; Social Studies; Student Responsibility; Taxes; Transparencies; Transportation; Trusts (Financial)
IDENTIFIERS- *Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students function effectively within the rapidly changing marketplace; manage personal and financial resources; apply personal values, citizenship responsibilities and social, economic, and environmental considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize enterpreneurship career opportunities. This module, Skills Audit; ESL for TQM curriculum; schedule of courses offered; and BPCHI Mission Statement.) (NLA)

ED 348 490 CE 061 698

Jennings, James
Reconsidering Vocational Technical Education for Black and Latino Youth.
PUB DATE- 16 Apr 92
NOTE- 29p.; Based on a paper presented to the Urban Child Research Center (Cleveland, OH, April 16, 1992). For related documents, see ED 346 325.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Education; *Blacks; Community Development; Economic Progress; Educational Improvement; *Educational Opportunities; Educational Planning; Educational Quality; Employment Opportunities; Federal Legislation; *Hispanic Americans; *Labor Force Development; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Latinos

The leadership of communities of color should reexamine vocational-technical education as a potentially effective channel for training Black and Latino youth. None of the five potential schooling channels--public schools, vocational schools and programs, employment training programs, apprenticeship and union programs, and prisons--has done an adequate job with regard to Black and Latino youth. Four important caveats must be considered: (1) Blacks have had a long history and tradition of participation in vocational education; (2) the Booker T. Washington-W. E. B. DuBois debate regarding how Blacks should be educated is full of myth and misconception; (3) any strategy built exclusively on one of the five schooling channels is doomed to ineffectiveness; and (4) focusing on improving the quality and availability of vocational-technical education is a "supply-side" strategy. Vocational-technical education should be reconsidered because adequate training and schooling are necessary to partake of available economic and job opportunities. In addition, the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 directs more federal funds to school districts and colleges in low income communities. Although studies have shown the continuing problems faced by Blacks and Latinos in vocational-technical education, several surveys and studies conducted at the national level have identified essential factors for the development and implementation of effective, high quality schools and programs. (Contains 37 endnotes.) (YLB)

ED 348 491 CE 061 699

Plihal, Jane; And Others
Integration of Vocational and Academic Education: Theory and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Basic Skills; *Curriculum

DESCRIPTORS- Adult Education; Adult Educators; Continuing Education; Corporate Education; Educational Needs; Educational Research; Foreign Countries; *Job Training; Staff Development; *Teacher Education; *Trainers; Training
IDENTIFIERS- *European Community

Trainers must be prepared to provide traditional training and to help design original training systems that make it possible to build up new professional identities. The existing literature provides a clear view of the demand for training for trainers. Studies are now focusing on ways in which the training supply is meeting this demand. Some problems raised by trainers in basic vocational training are limited autonomy and little opportunity for educational innovation, obstacles to student and teacher mobility among Member States of the European Community, and unattractive career advancement and salaries. Trainers in continuing education who have opportunities for greater initiative and autonomy cite these trends: emergence of a more clearly defined training management function, use of outside services, decrease in relative numbers of full-time trainers in enterprise, decentralization of training, and increasing importance of training needs analysis. Studies suggest distinctions among teachers, full-time trainers, and occasional trainers. Specialists in educational engineering and training engineering and training management specialists and technicians are also emerging. The question is how to envisage the training of trainers in a period of transition between the current destructuring stage and establishment of a new integrating cultural model which entails a genuine change of culture. Other problems are opening up access and increasing use of the supply of training. (YLB)

ED 348 510 CE 061 728

Pereira, Licinio Chainho; And Others
Vocational Profiles and Training Requirements of Foremen and Overseers in the Textile/Clothing Sector in Portugal.
PUB DATE- 91
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clothing; *Fashion Industry; Foreign Countries; Higher Education; *Job Skills; Leaders; *Middle Management; National Surveys; *Occupational Information; Profiles; Secondary Education; Textiles Instruction; Vocational Education
IDENTIFIERS- *Portugal; *Textile Industry

A study examined the current needs of middle management in the textile and clothing industry in Portugal. Focus was on Level 3--foremen, overseers, and team leaders. Eight of 400 enterprises responded to the first questionnaire; 370 of 1,000 responded to the revised questionnaire. The following data were collected: number of employees according to economic activity, level of qualification, sex, enterprise size, district, subsector, length of service, total sales, pay category, and education. Higher education in textiles was provided at two universities. The only secondary courses with a textile component were those of a technical vocational nature: textiles and textile production, textile design, and textile chemistry. The Textile Industry Vocational Training Center and Clothing Industry Vocational Center were set up to satisfy the needs of the textile and clothing industry. Findings indicated that the industry depended on public education and upgrading activities organized by enterprises; very little training was provided by the Textile Sector Trade Unions. Foremen and overseers

ED 348 528 CE 061 749

Assessing Special Populations in Vocational Programs. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 22p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Literacy; Bilingual Students; Educational Resources; High Risk Students; Hispanic Americans; Job Skills; Learning Disabilities; Limited English Speaking; Measures (Individuals); Physical Disabilities; Pregnancy; Program Evaluation; Secondary Education; Special Education; *Special Needs Students; *Vocational Education

This resource list is for practitioners who have limited time to obtain program assessment resources necessary for program improvement. The list includes 33 references, 6 educational information centers/services, and 1 organization that can provide practitioners with this information. Address/contact and price information is included for each listing along with resource descriptions. (NLA)

ED 348 529 CE 061 750

Integration of Academic and Vocational Education. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 19p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Education; Educational Change; Educational Resources; Information Services; *Integrated Curriculum; Job Skills; Secondary Education; Thinking Skills; *Vocational Education

Requirements to integrate academic and vocational education in the 1990 Carl D. Perkins Vocational and Applied Technology Education Act are intended to achieve widespread changes and improvements in the field in a short time frame. This resource list supports the efforts of those educators working to enhance vocational education students' learning and thinking skills. It contains descriptions of relevant publications, organizational programs, and clearinghouses. Address/contact and price information is included for each print listing. Nineteen references, three newsletters, two organizations, and nine centers for education/information services are included. (NLA)

ED 348 530 CE 061 751

Tech Prep. Annotated Resource List.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 13p.; Compiled by the Technical Assistance for Special Populations Program (TASPP), University of Illinois.
LANGUAGE- English

DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; *Cognitive Style; Demonstration Programs; Educational Change; Foreign Countries; High School Equivalency Programs; *Learning Motivation; *Open Education; Student Attitudes
IDENTIFIERS- Netherlands

A study examined the relationship between the motives and needs of 658 adult students enrolled in a Dutch adult high school program and the curricular and instructional design of an educational reform--an open learning program. The population was all 4,442 adult learners in 3 schools who started an open learning experiment. When the students received their schedule at the beginning of the school year 1989-90, every second or third student (n=1,530) received a questionnaire. The exploratory factor analysis found that the general and social motivation profile was far more important than the instrumental profile. Respondents participated in education again because they were interested in the subjects being taught and they liked the social contacts with peers and teachers. The majority of students chose this type of adult education because of the contacts with fellow students and support from them and teachers. Although the feasibility of an open learning system depends on the desire and ability of students to design their own learning program, most students did not have this ambition and wished to rely on the support of a fixed program guided by the teachers. A major conclusion was that just implementing an open learning program as a curriculum innovation was not enough to improve adult education because of the gap between the requirements of the program and the initial needs of the students. (Appendixes include 10 references and 3 data tables.) (YLB)

ED 348 549 CE 061 786

Saginaw Adult Basic Education: Process Evaluation, 1991-92. Evaluation Report.
PUB DATE- Jun 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Classroom Environment; Classroom Observation Techniques; *Classroom Techniques; Feedback; Formative Evaluation; Individualized Instruction; Instructional Materials; Mathematics Instruction; Media Selection; Program Effectiveness; Reading Instruction; *Teaching Methods; *Testing
IDENTIFIERS- *Saginaw City School System MI

A process evaluation was conducted to determine the status of the School District of the City of Saginaw's Adult Basic Education (ABE) program operations during 1991-92. The instrument focused on nine aspects of an ABE classroom: start of class; time spent in instruction (for three subject areas and total); modes of instruction; extent of individualized instruction; materials used; frequency and nature of feedback; disruptive behavior; classroom formality; and testing occurrence/procedures. Findings were based on observations of 23 classrooms. In most sites, classes began on time and the teacher was present before it started. Each classroom tended to offer instruction in reading and mathematics during each class session and to devote the most class time to reading. Instructors used more than one instructional method and used checking for understanding as a teaching device in the majority of lessons. Individualized instruction was also widely seen in each subject area. The large majority of reading and mathematics instruction was

ED 348 569 CE 061 825

Skills for Dealing with Stress. Facilitator's Skill Packets 39-50. Social Skills Training.
SPONS. AGENCY- Job Corps (DOL), Washington, DC.
PUB DATE- 90
NOTE- 134p.; For related documents, see CE 061 819-824.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Failure; Friendship; *Interpersonal Competence; Peer Influence; Persuasive Discourse; Speech Skills; Sportsmanship; Standard Spoken Usage; *Stress Management
IDENTIFIERS- Job Corps

These facilitator's skill packets contain 12 units on skills needed for dealing with stress: (1) making a complaint; (2) answering a complaint; (3) sportsmanship after the game; (4) dealing with embarrassment; (5) dealing with being left out; (6) standing up for a friend; (7) responding to persuasion; (8) responding to failure; (9) dealing with contradictory messages; (10) dealing with accusation; (11) getting ready for a difficult conversation; and (12) dealing with group pressure. Each packet contains the following sections: definition of skills for dealing with stress; objective; resources needed; using this skill packet; presentation steps--activities, role playing, helpful hints, reminders on successful modeling and role playing; and a unit information sheet. There are seven presentation steps in each packet: (1) use an "attention-getting" activity; (2) introduce the skills; (3) describe the basic steps for the skills; (4) model the skills; (5) have students role play the skills; (6) discuss how to use the skills in everyday life; and (7) conclude the session. (NLA)

ED 348 570 CE 061 829

Hoachlander, E. Gareth; And Others
Accountability for Vocational Education: A Practitioner's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 133p.; One in a series of Technical Assistance Reports.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Behavioral Objectives; Educational Policy; Evaluation Criteria; Performance; *Performance Factors; Postsecondary Education; Secondary Education; Special Needs Students; *Standards; *Student Evaluation; *Vocational Education

This guidebook offers guidelines, suggestions, examples, and recommendations for developing a comprehensive, sound system of accountability. The first chapter develops a conceptual framework for developing systems of accountability that identifies some major policy issues that must be addressed. Chapter 2 discusses getting started and identifies some basic decisions that must be made at the outset. Chapter 3 examines specific examples of performance measures and assesses the pros and cons of different types of measures. It also discusses appropriate distinctions between secondary and postsecondary vocational education. Chapter 4 turns to a discussion of performance standards, including examples for different agriculture industry. This is in contrast to the "urban" community, which refers to a community with high population density or to one that is contained within or adjacent to a metropolitan center, with the economy based on a variety of industries. This study examined differences in the social support systems of men and women in urban and rural communities. Specific variables related to social support systems which served as the focus for the study included: wanted and expressed inclusion, control, and affection; the amount of affection, affirmation, and material aid received; and the longevity of relationships, the frequency of contact, and the total number of people in the social support system. Males (N=40) and females (N=40) from a rural midwest setting and males (N=40) and females (N=40) from an urban midwest setting were assessed on these variables using the Fundamental Interpersonal Relations Orientation-Behavior instrument (FIRO-B) and the Norbeck Social Support Questionnaire. The results indicated significant urban/rural differences related to wanted and expressed inclusion and frequency of contact with the social support system. Significant gender differences were found for the expressed control and the longevity of the relationships. No significant gender by setting interactional effects were found for any of the variables. (Author/ABL)

ED 348 588 CG 024 406

Lawson, Ward M.; And Others
Client Use of Impression Management in Counseling.
PUB DATE- Aug 92
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Client Characteristics (Human Services); Counselor Characteristics; *Counselor Client Relationship; High Schools; High School Seniors; *High School Students; School Counseling
IDENTIFIERS- High School Juniors

Analogue studies have demonstrated that clients who have been instructed to try to deliberately produce certain impressions in their counselors are able to create those impressions reliably and to affect the counselors' evaluations of the clients. It has not been demonstrated, however, that actual clients engage in strategic self-presentation with their counselors. This study tested that proposition with high school students (N=113) enrolled in junior- and senior-level sociology classes. The students completed an adjective checklist which was designed for this study and which consisted of three sets of adjectives (scales) which were developed to detect the self-presentation strategies of supplication, intimidation, and self-promotion. Subjects were divided into four groups, three of which were led to anticipate meeting with a counselor (a male, a female, or sex unspecified). These subjects also completed the Counselor Rating Form-Short (CRF-S) in anticipation of meeting with the counselor. Differences in the self-presentations among the groups were tested using the MANOVA procedures. In general, subjects who anticipated meeting with a counselor did not self-present differently from those who would not be meeting with a counselor. However, among subjects who did expect to meet a counselor, those expecting to meet with a female counselor presented themselves as less self-promoting and intimidating. No differences among subjects' CRF-S ratings

DESCRIPTORS- *Counseling Objectives; *Counseling Techniques; *Incest; *Psychopathology
IDENTIFIERS- *Dissociation

In contrast to Freud's later and revised view of the etiology of hysterical, or dissociative, symptoms, it is now known that real, and not fantasized, sexual experiences in childhood are experienced in disociative symptomatology. It is useful to understand that incest involves both traumatic events, that is, incidents of sexual violation per se, as well as a larger traumatic developmental context. This context is fraught with invalidation of the child's experience, irreconcilable messages by caretakers, the ongoing threat of further abuse, boundary violations, and severe disruptions in the parent/child attachment process. Given the child's inborn and age-appropriate ability to dissociate, these conditions dispose the child towards developing a dissociative disorder. The adult survivor employs dissociation to manage the memory of childhood abuse. Therapists must be attuned to the dynamics of incestuous families and the ways in which they foster dissociative defenses. This awareness helps therapists appreciate the adaptive nature of clients' dissociation, and also guides interventions towards what will be healing and not re-traumatizing. In the therapy relationship a detailed examination of the client's dissociative process provides clues as to how early abuse scenarios are replayed and re-experienced in the transference, and which need areas have been disrupted by trauma and require attention in the treatment. (ABL)

ED 348 607 CG 024 425

Rapaport, Ross J.; And Others
The Recovering Person's Prevention Project (R3P): Involving Recovering Students and Community Members in Alcohol and Other Drug Abuse Prevention on the College Campus.
PUB DATE- Sep 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; *College Students; Higher Education; *Prevention; *Rehabilitation Counseling; *Social Support Groups

Experience has shown repeatedly that many members of the "recovering community" are very interested and committed to helping to prevent others from developing alcohol or other drug problems or in helping those who currently have these problems. However, it is often not evident how members of the "recovering community" can be most helpful on campus and work cooperatively with others interested in reducing alcohol and other drug problems. A program "Recovering Person's Prevention Project" (R3P) which involves recovering students, faculty, staff, administrators, and community members in campus alcohol and other drug programming is described. The R3P provides an opportunity for recovering chemically dependent individuals to support each other and to share their experiences with interested groups and individuals on and off campus. Members: (1) meet at least twice monthly for projects, brainstorming ideas, coordinating programs, and providing support; (2) serve as liaisons to and provide support to the 12-step groups on campus and in the community; (3) coordinate R3P activities with other campus and community alcohol and other drug programs; (4) convene the Alcohol Education Discipline Program groups to serve students; (5) provide panel presentations to campus and

PUB DATE- 92
NOTE- 77p.; For other documents in this series, see CG 024 445-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Basic Skills; *Counselor Role; *Counselor Training; Elementary Secondary Education; School Counseling; *School Counselors; Student Needs; Teacher Role; Trend Analysis

This literature review addressing school counselor education is divided into four chapters. The first chapter contains an introduction describing the nature and purposes of the review and concludes with a presentation of the problem statements, focus questions, and technical information that guided the review process. It is noted that five questions guided the preparation of this literature review: (1) What are the basic skills?; (2) What is integration?; (3) How can educators of school counselors prepare counselors to help students acquire the basic skills?; (4) What is the counselor's role in helping students learn planning skills?; (5) What is the counselor's role in helping teachers integrate academic and vocational curricula? The second chapter contains information about how the review was conducted. It is noted that regrettably only a handful of empirically based manuscripts appeared in the preliminary screening of the literature, and these were largely descriptive surveys. The third and by far the longest chapter presents the results of the review and is organized around seven focus questions; these expand on the original five questions cited earlier by addiing two more explicitly addressed to basic skills acquisition in persons about to enter the workforce and variations in the degree to which such persons possess those skills. This chapter takes up each of the seven suggestions in turn and discusses each in detail. The fourth chapter summarizes the results and includes recommendations relating to issues critical to school counselor education. This chapter stresses that report after report expressed concern that the old basic skills, the ability to read, write, and compute, even if developed to once satisfactory levels, are no longer sufficient for the workplace of the 1990s and beyond. A list of 218 references concludes the document. (ABL)

ED 348 627 CG 024 445

Feller, Richard W.; Daly, Joseph L.
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 1: Instructor's Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 43p.; For other documents in this series, see CG 024 444-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Role; *Counselor Training; Curriculum Development; Elementary Secondary Education; *School Counseling; *School Counselors

This instructor's manual provides background information and critical resources needed to use the curriculum "Counselor Role and Educational Change: Planning, Integration, and Basic Skills." Counselor educators, instructors, and staff developers are encouraged to review the Instructor's Manual before using

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Beginning Reading; Grade 1; Grade 2; Phonology; Primary Education; Reading Research; *Spelling
IDENTIFIERS- Houston Independent School District TX; *Segmentation Skills

Twenty first graders and 20 second graders in Houston, Texas, were examined on skills in segmenting, reading, and spelling 50 words with regular and exceptional spelling patterns. By using the same words for each task, it was possible to assess the interrelationships among these skills on a word by word, child by child basis. A multivariate analysis of variance was conducted on mean difference scores for segmentation-reading, segmentation-spelling, and reading-spelling. Positive differences between measures were observed, except in the segmentation-reading analysis of regular words requiring the deletion of consonant blends and medial sounds. In addition, graphical analyses showed a greater probability of correct reading and spelling given correct segmentation than incorrect segmentation. Results were interpreted to support a computational notion of phonology as a prerequisite to reading and spelling, with a more reflective notion explaining the reciprocal relation between reading and segmentation of complex spelling patterns. (Four tables and two figures of data are included; 21 references and a list of the stimuli for segmentation, reading, and spelling tests are attached.) (Author/RS)

ED 348 648 CS 010 993

Bonitatibus, Gary; Beal, Carole R.
Finding New Meanings: The Development of Text Reinterpretation Skill.
PUB DATE- Apr 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; Cognitive Processes; Elementary School Students; Grade 2; Grade 4; Intermediate Grades; *Interpretive Skills; *Metacognition; Primary Education; *Reading Comprehension; Reading Research; *Text Structure
IDENTIFIERS- Narrative Text; *Text Factors

Four studies investigated when children became able to detect that the words of a story could support multiple interpretations. Each subject saw two eight-sentence stories of each of four types (no-cause, unbiased, biased-proximal, and biased-distal), designed to support multiple interpretations. After reading or hearing each story, the children were asked a series of questions. The studies examined recognition of alternative interpretations and children's developing appreciation of ambiguity and false belief in story texts and their developing appreciation of others' perspectives. Subjects in the first study were approximately 60 second-, third-, and fourth-grade students, while 48 second- and fourth-grade

PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Attitude Change; Educational Research; Elementary Education; Inservice Teacher Education; *Instructional Effectiveness; Learning Strategies; *Mastery Learning; Mathematics Instruction; Metacognition; *Self Efficacy
IDENTIFIERS- Yale Public Schools MI

Yale Public Schools (Yale, Michigan) conducted a field experiment in implementing mastery learning. The purpose of the experiment was to provide a hands-on experience for teachers in the implementation of mastery learning and to use students as their own controls in order to compare the results of the implementation of mastery learning both in terms of cognitive and affective student outcomes. Six classrooms were used in the sample for the experiment which included grades 3 through 6 plus a 5th/6th split grade and a special education resource room class, for a total of six teachers and 94 students. A series of six hour-long inservice classes were held to acquaint teachers with mastery learning. All six teachers chose mathematics as the content area for implementation. Test results compared the unit test scores in the fall of 1991 with the test results after implementation of two mastery learning units in the spring of 1992. Students were also assessed for any change in their feelings of self-efficacy using Brookover's Self-Concept of Ability Survey. Significant gains in achievement were found for both mastery learning units and self-efficacy. (Three tables and three figures of data are included; 20 references, verbatim reports of each of the six teachers on the implementation of the mastery learning units, the self-concept of ability scale, and the proposal for mastery learning experimentation are attached.) (Author/RS)

ED 348 669 CS 213 388

Stygall, Gail
Scenes from the Civil Courtroom: Rhetoric, Expertise, and Commonsense Narratives.
PUB DATE- 19 Mar 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Court Litigation; Discourse Analysis; Discourse Modes; Higher Education; Juries; *Persuasive Discourse; *Textbook Content; Writing Instruction
IDENTIFIERS- *Commonsense Narratives; Discourse Communities; Experts; Rhetorical Strategies

Professional and disciplinary rhetoric often breaks down when texts cross professional boundaries. An ethnographic study conducted in an Indiana courtroom during a civil trial demonstrates the failure of disciplinary rhetoric. Despite the fact that the plaintiffs in a personal injury case had demonstrated the negligence of the defendant according to the rules of legal logic, they lost the case. The jurors were following their own narrative script of the events portrayed in the courtroom. If the testimony, expert or not, did not fit that script, they did not consider it. The trial highlights a scene in which the rhetoric of expertise, the very thing taught of the Cinderella folktale from around the world, thus representing a broad range of cultures, geographical areas, styles, and variations on the basic theme. The folktales in the book are intended to enhance children's awareness of cultural diversity while bringing together universal characteristics and behaviors that all people share. Following a preface and introduction, the book's first section presents the 24 tales, each one accompanied by a short introductory paragraph. The next section provides in-depth information about the cultural origins and bibliographic source of each tale for librarians and teachers. The book's final section ("Essays, Activities, and Resources") provides a range of related participatory activities for story hour and classrooms, as well as an essay about Cinderella and several bibliographies. (SR)

ED 348 688 CS 213 494

Phillis, Debra L.
The Teacher as "Enabler": Heterogeneous Whole Language and Self-Esteem.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Elementary Secondary Education; *Heterogeneous Grouping; *Language Arts; Self Esteem; *Student Development; Teacher Behavior; *Thematic Approach; *Whole Language Approach; Writing Across the Curriculum
IDENTIFIERS- Navajo Reservation; New Mexico; Process Approach (Writing)

A teacher who had directed a K-12 language arts program at the Alamo Navajo Reservation in Magdalena, New Mexico employed problem-solving skills that involved the affective domain as well as the sensory-motor areas important to education even in older children. This teacher's classrooms are heterogeneously grouped. A thematic approach is used across the curriculum to learn through language. Third- and sixth-grade students write across the curriculum: spelling, reading skills, math, and language arts texts are integrated to complement the social studies curriculum, for example. Reading, reflection, and revision play an important role in the writing process approach used in the classroom. Oral exercises include "raps" made with spelling words, and reading aloud utilizing "beat" techniques. Groups of students follow developmental progression, and an interactive, thematic approach to multicultural literature insures affective/cognitive development. Various research indicates that it is by hearing written language read aloud that the emergent reader-writer constructs surface structure. Group reading and writing projects should include creative parallel activities that involve motor skills. Working in small groups, students read and write with reflection, integrating concepts as they move towards a larger understanding. (Two samples of student writing are included; 25 references are attached.) (RS)

ED 348 689 CS 213 495

Shapiro, Marilyn
What Do We Teach and How Do We Teach It?
PUB DATE- Apr 91
NOTE- 23p.; Paper presented at the Annual Meeting of the College

suggesting that all students take some sort of media education course. (Twenty-four references and a biographical sketch of the author are attached.) (HB)

ED 348 708 CS 507 929

Courtney, Jan; And Others
Communication Apprehension and the Hispanic Public Speaking Student at the University of Texas--Pan American.
PUB DATE- 1 Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Communication Skills; Fear; Higher Education; High Risk Students; *Instructional Effectiveness; Introductory Courses; *Mexican Americans; Shyness; *Speech Communication; *Speech Instruction; Undergraduate Students
IDENTIFIERS- Communication Behavior; University of Texas Pan American

This pilot study examined the communication apprehension (CA) in the student public speaking population, specifically the high risk Mexican American students, at the University of Texas, Pan American. The study also measured the effectiveness of the beginning speech class and the optional speech lab on CA and grade performance. Both high and low communication apprehensives (CAs) improved their performances with the speech class to a significant degree. High CAs with high or moderate use of the speech lab raised performance levels, while those with no lab use showed no significant difference. Low CAs with high lab use also showed significant improvement. No significant differences were seen due to sex, ethnicity, bilingualism or first language on the baseline pretest. However, Hispanic students had a significant decrease in CA after treatment, while Anglos did not. Some differences were seen between male and female, as well as those whose first language was Spanish, with regard to performance increase. Findings suggest that other more complete and controlled studies need to be conducted in this area. (Twenty-eight references are attached.) (HB)

ED 348 709 EA 024 027

Invitational Symposium on Recruitment, Selection, & Retention of Principals for Tennessee's Schools: Proceedings (Nashville, Tennessee, May 8-9, 1990).
PUB DATE- May 90
NOTE- 112p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; *Administrator Selection; Assessment Centers (Personnel); *Assistant Principals; Educational Administration; Elementary Secondary Education; *Faculty Recruitment; Higher Education; *Labor Turnover; *Leadership; *Principals; Public Schools
IDENTIFIERS- *Tennessee

At a 1990 symposium on principals, speakers from Tennessee and other states shared their perspectives on school leadership. The symposium proceedings contains the following presentations:

PUB DATE- Jun 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Centralization; Decentralization; Elementary Secondary Education; Government School Relationship; *Policy Formation; State Action; *State School District Relationship; *State Standards; Statewide Planning

The highlights of research conducted by the Consortium for Policy Research in Education (CPRE) on the state regulation of schools and districts are summarized in this report. State education regulation can be classified into three types, depending upon whether the focus is on school inputs, processes, or outputs. Based primarily on four state case studies, the following 10 conclusions about state regulation are briefly discussed: (1) a lack of clarity exists about the nature and source of regulation; (2) the relationship between regulation and school improvement is uncertain; (3) policymaking has shifted from process to outcome regulation; (4) linking deregulation to high performance may have perverse consequences; (5) takeover programs for troubled schools may not solve their problems; (6) regulation is often not the barrier it seems; (7) deregulation stimulates school improvement in some conditions; (8) deregulation will be difficult to achieve through rule-by-rule waiver offers; (9) blanket deregulation appears more promising than rule-by-rule waivers; and (10) deregulation is best pursued in combination with an overall state strategy for educational improvement. A list of CPRE publications and ordering information is included. (Contains 11 references.) (LMI)

ED 348 730 EA 024 175

Fennell, Brian H.
Linking Investment in Education to Economic Growth.
PUB DATE- 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; Economic Impact; *Educational Attainment; *Educational Economics; *Educational Finance; Elementary Secondary Education; Foreign Countries; Income; *Investment; Productivity
IDENTIFIERS- *Alberta

The relationship between investment in education and economic growth in Alberta, Canada, is explored in this paper, which examines the value of education to the individual in terms of rate of employment and salary. Assuming earning differentials to be a measure of the contribution of education to economic growth, the lifetime earnings of high school graduates were compared to those of two groups: those with less than grade 9 education and those with some high school education. Findings indicate that completion of high school is profitable, especially for females, and that a direct positive relationship exists between education spending and the gross domestic product (GDP) in Alberta. A conclusion is that educated people earn higher salaries and contribute more to the economy in terms of increased productivity and spending and that there are stakes testing environment. The data suggest modest gains in achievement but no improvement in the dropout rate and school holding power. In addition, student retention in grade increased, with differential effects on students with different demographic characteristics. A conclusion is that despite the modest improvement in achievement, the higher standards have had deleterious effects for some groups, particularly nonwhite males. Four figures and eight tables are included. (Contains 11 references.) (LMI)

ED 348 751 EA 024 217

Negotiating Change: Education Reform and Collective Bargaining. Studies in Collective Bargaining.
PUB DATE- 92
NOTE- 47p.; Some colored ink may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Collective Bargaining; Educational Change; *Educational Policy; Elementary Secondary Education; *Legal Problems; *Negotiation Impasses; Public Education; School Restructuring; *Teaching Conditions; *Unions; Work Environment

Most recent reform initiatives have begun outside the collective-bargaining process and are unregulated by collective-bargaining agreements. The collective-bargaining process should be used creatively to shape the changes that are now occurring. When public school teachers were granted bargaining rights, the scope of negotiation was limited more strictly than for private sector bargaining. In several states, bargaining scope is defined by enumerated subjects, rather than through wages, hours, and other terms and conditions of employment. Statutes containing comprehensive management rights provisions or restrictive lists of negotiable subjects present unions with formidable barriers to negotiations. State courts and public employee relations boards have often had to develop legal tests or standards to determine whether certain items pertain to educational policy or working conditions. Also, considerable variation in bargaining exists from state to state. Collective bargaining over educational policy issues is rare; since 1975, teachers have made little progress in obtaining new contractual provisions concerning noncompensation items. As the education reform movement becomes more concerned with school restructuring, local associations must forge an appropriate relationship between the collective-bargaining process and the educational change process. Local associations contemplating serious involvement in school improvement efforts should negotiate contractual provisions governing these efforts. Included are an executive summary and a bibliography of 48 references. (MLH)

ED 348 752 EA 024 219

George, Paul
How To Untrack Your School.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; *Change Strategies; *Educational Change; Elementary Secondary Education; *Institutional Mission; *Nontraditional Education; *Track System (Education)

Findings of a study that examined principals' leadership behaviors in implementing a systemic program for school reform and improvement are presented in this paper. The program, Reaching Success through Involvement (RSI), is an implementation strategy that involves comprehensive assessment and student leader participation. A survey was administered to 1,426 teachers from 30 schools participating in RSI to determine views of their principals' leadership. Findings confirmed the importance of the three factors of effective leadership that were identified in the literature: developing and maintaining structure, providing consideration, and developing an organizational culture. A new construct was also identified--personal challenge--which is the ability to empower others by creating opportunities for personal or professional growth. A conclusion is that administrators need to play a more active role in helping school community members find job satisfaction and meaning. Nine tables are included. The appendix contains a copy of the survey instrument. (Contains 53 references.) (LMI)

ED 348 773 EA 024 249

Vornberg, James A.
Leadership Competencies and Perceived Training Effects: Meadows Principal Improvement Program.
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; *Administrator Effectiveness; Elementary Secondary Education; Inservice Education; *Instructional Leadership; *Leadership Training; *Principals; *Professional Development; Program Evaluation
IDENTIFIERS- *Texas

The components and outcomes of the Meadows Principal Improvement Program, a principal development program initiated in Texas in 1985, are described in this paper. The program's functional components, are designed to improve the principalship in Texas. These include: (1) a preservice component which seeks to prepare new principals with a focus on instructional leadership; and (2) an inservice component which seeks to assist practicing principals in upgrading their instructional leadership skills and to introduce them to new ideas which can be used in leading faculties and educational programs. The preservice component is 15 months in length and includes a full time internship at the building level for 9 months. The inservice component is an annual program which consists of at least six colloquiums during the school year designed to keep the principals enthusiastic and motivated. Outcomes included improved agency networking and inservice support. An evaluation of the program involved the administration of the revised Leadership Behavior Description Questionnaire (LBDQ) to an unspecified number of regular principal interns and Meadows fellows. Each group held similar attitudes regarding the importance of principal functions. However, Meadows fellows tended to be more involved and adaptive and viewed their program more favorably than did their regular counterparts. A survey of an unspecified number of inservice workshop participants identified three program areas as most effective:

"Using the Student Support Team Process To Help Students with Learning and Behavior Problems Succeed in School" (Mary Angela Delvin and others); "Mentoring and Collaboration To Improve Rural Service Delivery" (Steven C. Russell and others); "Regular Education Teachers' Adaptations in Instruction for Regular and Special Education Students" (Sharon Vaughn and others); "The Form and Substance of Secondary Resource Instruction for Students with Learning Disabilities" (Robert G. McKenzie); "The MMPI-2 Profile of Adults with Learning Disabilities at a University and Rehabilitation Setting" (Noel Gregg and others); "Strategies for the Assessment of Behaviors and Attitudes That Inhibit Academic Success of Learning Disabled College Students" (Pamela Adelman and Susan A. Vogel); "CAP: Can We Afford Not To Know What It Is?" (Keith Joritz and others); "Oral and Written Expression of Culturally Variant LD Adolescents" (Peggy L. Anderson and Mary E. Cronin). (JDD)

ED 348 792 EC 301 412

Copper, Linda Royahn
Using Instructional Technology with Homebound Students.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992). Photoreduced survey materials are provided in standard typesize in attachment.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Demonstration Programs; *Disabilities; Elementary Secondary Education; Homebound; *Home Instruction; Home Programs; *Hospitalized Children; Itinerant Teachers; Microcomputers; State Surveys; Teacher Attitudes; Teaching Methods

This paper describes a pilot program conducted in Baltimore County, Maryland, which involves using an Apple IIc computer with homebound students. The computer is used to initiate a unit or topic, to provide drill and practice, to review or reinforce a concept, and to motivate students. A sample home teaching lesson plan on the topic of measurement and fractions briefly illustrates the computer application in home tutoring. Results of a survey of Maryland educators of students who are homebound or hospitalized found that 15 of 20 educators use computers with their students, primarily for mathematics, science, and language arts. The survey examined problems in computer use and ideas for improving the use of computers. Examples are cited of positive outcomes of home computer usage with confined children. (JDD)

ED 348 793 EC 301 413

Sinclair, Mary F., Ed.; And Others
Family Empowerment.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accessibility (for Disabled); *Advocacy; Cultural

*Educational Policy; Federal Legislation; *Policy Formation; Preschool Education; *Program Implementation; Standards; State Programs
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This final progress report examines implementation of Part H of the Individuals with Disabilities Education Act (IDEA) by the various states. Part H coordinators in the 50 states and the District of Columbia and chairpersons of the State Interagency Coordinating Councils were asked to complete the five point Likert "State Progress Scale" for the three stages of policy development, policy approval, and policy application. In the policy development area, accumulated ratings of the 42 responding states indicated that the states had largely finished their development work on the 14 key components of the law with the area of finance reported as the most difficult to complete. The area of personnel standards showed good progress except for day care. In the areas of policy approval and policy application, progress is continuing with finance policies again lagging behind followed by overall administration policies suggesting that these are the most troublesome policy problems to overcome. It is also noted that 10 states have applied for an extended planning period. Extensive charts, graphs, and tables provide supporting detail to the report's narrative. (Contains 10 references.) (DB)

ED 348 812 EC 301 433

Goodman, Beth; Iseman, Sheila
Transition Services: Developing and Implementing IEPs for Life after School.
PUB DATE- May 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Education Work Relationship; *Individualized Education Programs; *Legal Responsibility; Models; Needs Assessment; Secondary Education; Student Needs; *Transitional Programs

This paper suggests a framework for analyzing needs of students with disabilities in dealing with transition services in their Individualized Education Programs (IEPs). It outlines procedures to follow to ensure adequate service delivery. The framework and procedures are intended to result in IEPs that not only will survive legal challenges but also will assist students in making successful transitions to life beyond school. The paper defines transition services in terms of legal requirements and notes the types of transition services, such as postsecondary education, vocational rehabilitation, continuing education, competitive or sheltered employment, independent living, and other adult services. The need for delineation of transition services in IEPs is emphasized, and possible areas of deficit that require IEP goals and objectives are noted. Current legal requirements for addressing transition services are described, and the question of how seriously to weight student preferences is discussed. A five-component transition process is outlined, as follows: identify the targeted post-school environment, identify the skills needed for the student to succeed in the targeted environment, identify services needed for the student to attain these skills, identify and involve appropriate service providers, and

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Caregivers; Communication Aids (for Disabled); Consumer Economics; *Disabilities; Employee Attitudes; Employment; Equipment Evaluation; Hearing Impairments; Independent Living; Individual Characteristics; Merchandise Information; Mobility Aids; *Needs Assessment; Normalization (Handicapped); *Older Adults; Physical Disabilities; *Rehabilitation; Selection; *Technology; Visual Impairments

The goal of this third year of an ongoing 5-year study was to identify and evaluate the diverse technology and product needs of persons with functional limitations, from users' perspectives. This qualitative research study involved 14 focus groups representing 4 different categories of people; those included persons 50 years and older with sensory impairments, mobility limitations, or manual dexterity losses, or caregivers of older persons with disabilities. The study examined: group demographics; consumer needs that supersede product concerns; older consumers' orientation to technology; attitudes towards work and the workplace; product features, such as cost, safety, and ease of use; product selection criteria; consumer observations about mobility devices and communication tools; information channels for learning about consumer products; general recommendations for product improvement; creative solutions to consumer needs; and "wish list" items. The study concluded that orientation to technologies did not appear to be a function of age, that design features were the most formidable obstacles to product use, and that a sense of autonomy was important to older people with functional limitations. (JDD)

ED 348 833 EC 301 458

Ward, Carolyn
Listening to the Experts: The Views of Working-Aged Consumers with Disabilities. Consumer Needs Assessment Project Year Four: Results of the Fourth Year of a Five Year Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 92
NOTE- 62p.; For related documents, see EC 301 455-457.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Attitudes; Communication Aids (for Disabled); *Disabilities; Electronic Equipment; *Equipment Evaluation; Hearing Impairments; Individual Needs; Merchandise Information; Mobility Aids; *Needs Assessment; Physical Disabilities; *Rehabilitation; *Technology; Transportation; Visual Impairments; Vocational Rehabilitation

This monograph details the findings from the fourth year of a 5-year Consumer Needs Assessment Project. Sixteen focus groups consisting of 133 working-aged persons (25 to 60 years old) with disabilities were convened in 3 different parts of the United States to discuss their personal and technological needs. Consumers identified problems they face in participating actively within their communities. They described attitudinal barriers, their need for human assistance, and obstacles to their use of public and private transportation and accommodations. They also considered workplace issues, including technology and its impact on their employment. They foreign language teacher education programs and an examination of trends and patterns in state teacher certification. The report concludes with a brief discussion of the implications of the project for addressing the teacher shortage. A brief bibliography is included. (MSE)

ED 348 853 FL 020 473

Cote-Moran, Claudette
Classroom Activities: Increase the Challenge.
PUB DATE- 91
NOTE- 16p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; Difficulty Level; *Games; *Grammar; *Interpersonal Communication; Puzzles; Second Language Instruction; *Second Languages; Small Group Instruction; Student Motivation; *Vocabulary Development

Four classroom activities for second language learning are described. They include games and other exercises designed to enhance vocabulary development, review grammatical structures, encourage conversation on a variety of topics, and introduce cultural elements into instruction. All use materials that are readily available, and all are intended for use in either small groups (two to four students) or large groups (the entire class divided into two teams). For each activity, required materials, preparations, object of the game, specific procedures, and additional applications or adaptations are provided. The first, modeled after the game of snakes and ladders, is designed to help students use and synthesize content material. The second, using the principle of the game of checkers, can be used to review information about two countries. The third, played like tic-tac-toe, five-in-a-row, is a fast-paced activity designed to review and reinforce vocabulary and grammatical structures otherwise seen by students as tedious and boring. The fourth is a puzzle using fairy tales dissected into sentences, intended to reinforce basic vocabulary and to enhance learning through contextual meaning and repetitive use of the language. (MSE)

ED 348 854 FL 020 474

Heining-Boynton, Audrey L.
FLES Program Evaluation: Rationale and Procedural Design.
PUB DATE- 91
NOTE- 16p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Elementary Education; Evaluation Criteria; Evaluation Methods; *Evaluation Needs; Feedback; *FLES; Formative Evaluation; *Program Evaluation; Second Language Instruction; *Second Language Programs; Summative

Parsons, Robert A.
The "International Language/Business" Major at a Small Private University: Successes and Nagging Concerns.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Career Planning; Careers; *College Second Language Programs; *Curriculum Development; Higher Education; Language Enrollment; *Majors (Students); Private Colleges; Program Development; *Second Language Learning; Small Colleges; Universities
IDENTIFIERS- University of Scranton PA

A new major at the University of Scranton (Pennsylvania), International Language/Business (IL/Bus), is described that first accepted students in 1986. This foreign language major of 27 credits, with a concentration in business was modeled on two cooperative programs between the College of Arts and Sciences and the School of Management that were already in place: the Chemistry/Business and Electronics Engineering/Business majors. The IL/Bus major and other developments in the university have caused foreign language enrollments to flourish in the past several years. The university has seen the establishment of minors and the development of a university-wide advising system. Resulting planning challenges are discussed such as those related to staffing and study abroad. Other issues include a lack of genuine student interest in both foreign language study and business, and university recruiting that is possibly misleading in terms of career options. It is concluded that faculty must continue to identify areas of the IL/Bus program that can be improved and to reconsider the content of the business component of the major. (LB)

ED 348 874 FL 020 583

Pederson de Castaneda, Viann
Three Case Histories: An Ethnographic Evaluation of Participant Experience in the Spanish International Business Program Abroad.
PUB DATE- Mar 92
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992). Dot matrix print is of uneven quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Administration Education; Case Studies; Curriculum Development; Discovery Learning; Foreign Countries; Higher Education; *International Communication; Needs Assessment; Participant Satisfaction; Program Evaluation; *Spanish; Student Journals; *Study Abroad
IDENTIFIERS- Mexico

In this paper the Spanish International Business Program Abroad at Concordia College (Minnesota) is examined. Students in the program live, work, and study in Mexico City (Mexico) for one 4-month semester after completing prerequisite courses in management, accounting, economics, marketing, finance, statistics, Spanish grammar, composition, conversation, Latin

IDENTIFIERS- *Saskatchewan

The two issues of the 1991 volume of "Literacy Works," a publication of the Saskatchewan Literacy Network, cover two themes: "Literacy and Health" (spring issue) and "Focus on the Learner" (summer issue). The spring issue includes the following articles: "Just Read the Label and Follow the Directions" (A. Harris); "Literacy and Health Project--Phase II: Partners in Practice" (L. Kemeny); "Graded-Language Newspapers to Address AIDS" (J. Bullard); "Evaluating and Developing Readable Materials" (M. Breen); "Popular Education Health Classes for Immigrants" (C. Ellis); "Illiteracy and Health of Indian People" (M. M. Jacobs); "Developing Health Materials in Pine Grove" (S. Skage); "Learning for a Healthier Future" (L. Pemik); "Pre-Release Health Care Program" (K. Soyland); "Hospital Workers' Literacy Program" (D. Heagy); "Literacy in the Health Care Professions" (E. Gillies). The summer issue includes: "Literacy for Adults with Learning Disabilities" (D. Purton); "Developing Literacy Skills for University Level Work" (P. Buckley); "Theatre and Literacy at Lakeland College" (K. Brennan); "Scotopic Sensitivity Syndrome--What Is It?" (B. D. Butt); "'Farming: Words to Live By'--The Production Process" (G. Wilson); "SIAST Kelsey Drop-in Centre" (T. Jelinski); "Workers' Learning Circles" (H. Johnson); "'Remembering Grandmother,' 'Remembering Grandfather'" (J. F. Juarez); "Beat the Street" (B. Crowe); "A Baker's Dozen" (M. Terry); "Peer Tutoring: A Correctional Centre Success Story" (J. Foster); "Adult Second Language Learners" (F. Harrison); "Public Legal Education and Literacy" (G. Dumonceaux); "Children, Reading, and Way of Life" (B. Kutarna); and "Resources for Adult Literacy" (P. Smith). Book reviews and various other resource news are included in each issue. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 893 FL 800 569

Wrigley, Heide Spruck; Guth, Gloria J. A.
Adult ESL Literacy: State of the Art 1990.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 91p.; For related documents, see FL 800 570-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingualism; *English (Second Language); *Evaluation Methods; Instructional Materials; Linguistic Theory; Literature Reviews; Needs Assessment; Reading Instruction; *Second Language Learning; Spanish Speaking; Student Characteristics; Student Evaluation; Teaching Methods; Writing Instruction

An overview of the salient issues in adult English-as-a-Second Language (ESL) literacy is presented as reported in the literature on adult education and applied linguistics. Emphasis is on programs that have implemented promising practices and effective approaches to help ESL students develop their literacy skills. Characteristics of effective adult ESL literacy programs are first outlined, and then several major themes are discussed, including: theoretical bases for different views of curriculum; varying approaches to literacy development in a second language; and assessment issues such as providing meaningful evidence of student progress both to funding sources and to students and teachers. The issue of teaching native language literacy to support the learning of

ED 348 911 HE 025 732

The Adult Learner in Higher Education. A Resource and Planning Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 346p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see HE 025 729-731.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Access to Education; Adult Development; *Adult Education; Adult Educators; Adult Learning; Adult Programs; Adult Students; Ancillary School Services; Curriculum Design; Delivery Systems; *Educational Research; Experiential Learning; Higher Education; Independent Study; Prior Learning; Resource Materials; Teaching Methods
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This planning guide and collection of resources is designed to help higher education faculty become more aware of current research and thinking on adult learning and to participate actively in institutional changes that make campuses, particularly in the California State University system, better able to meet the needs of adult students. Each of 11 modules in three parts focuses on a particular facet of the adult learner, and provides practical suggestions for addressing adult learner needs. Following an overview section which describes andragogy, the theory and practice of teaching adults, part I, "Adult Learners and Their Needs," contains the following sections: module 1: "The Adult Learner: Research and Implications"; module 2: "Developmental Needs of the Adult Learner"; module 3: "Educational Needs of the Adult Learner." Part II, "Institutional Strategies for Meeting the Needs of Adult Learners" includes modules 4 through 7, namely: "Providing Support Services for the Adult Learner"; "Facilitating Progression through Recognition of Prior Learning"; "Designing Curricula for the Adult Learner"; and "Instructional Delivery Options for the Adult Learner." Part III addresses individual strategies and includes module 8: "Providing Opportunities for Self-Directed Learning"; module 9: "The Importance of Experiential Learning"; module 10: "Effective Strategies for Teaching Adults"; and module 11: "Resources." An index is included as is a bibliography of about 120 items. (JB)

ED 348 912 HE 025 733

Strategies for Instructional Development. A Resource and Planning Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 207p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty

students' feelings of isolation as they progressed through the various stages of the certification program. It was found that the tone of student journals dictated professors' responses. However, the professors did not take the symmetrical role of co-learners in their conversations with students. Rather, they maintained a more distant professor-as-expert stance in their responses. The study also explored the issue of how best to handle student-professor dialogue journal reflection with a focus on individual cases. (Contains 33 references.) (GLR)

ED 348 929 HE 025 766

Financial Aid from the U.S. Department of Education, 1992-93. The Student Guide.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Bound Students; Counseling; *Eligibility; *Federal Aid; Financial Aid Applicants; *Financial Support; Grants; Guidelines; Higher Education; Loan Repayment; *Paying for College; *Student Financial Aid; *Student Loan Programs; Student Responsibility; Work Study Programs
IDENTIFIERS- Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program

This guide provides information to college-bound students on the Federal student aid programs that are available and how to apply for them. General information covers the student eligibility requirements, financial needs, dependency status, and steps for applying for financial assistance. In addition, any special circumstances that exist, deadlines, and telephone numbers are supplied. The guide continues with descriptions of various grants, work-study programs, and loans including Pell Grants, Perkins and Stafford Loans, campus-based programs, and supplemental loans. In addition, the borrower's responsibilities and rights are outlined as are questions applicants should ask themselves before deciding to borrow, such as how much debt is affordable and the prospects for loan consolidation. Finally, the guide discusses Federal financial aid for those who participated in Desert Shield/Storm. (GLR)

ED 348 930 HE 025 767

Hartman, Hope J.
Thinking about Learning from the Perspectives of Bruner and Ausubel.
PUB DATE- 17 Aug 91
NOTE- 27p.; Paper presnted at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Higher Education; *Learning Theories; Student Journals; *Teacher Education; *Teaching Methods; Teaching Skills; *Thinking Skills
IDENTIFIERS- *Ausubel (David P); *Bruner (Jerome S); Triarchic

the third in a series of five, contains two sections: (1) financial planning--income, spending plan, savings, banking, credit, insurance, and taxes; and (2) shopping skills--marketplace information, food shopping, clothing, housing, major purchases, transportation, recreation, and comparison shopping. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 472 CE 060 553

Project Real World: Economic Living Skills for High School Students. Module IV, Entrepreneurship and the World of Work.
PUB DATE- 91
NOTE- 135p.; For related modules, see CE 060 550-554.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Planning; Careers; Citizenship Responsibility; *Consumer Education; *Consumer Science; Cooperation; Daily Living Skills; Decision Making; Economics Education; *Entrepreneurship; Foreign Countries; High Schools; Home Economics; Individual Development; Interest Inventories; *Job Search Methods; Lifelong Learning; Motivation; Self Esteem; *Self Evaluation (Individuals); Social Responsibility; Social Studies; Student Responsibility; Transparencies; Values
IDENTIFIERS- *Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students understand the marketplace; manage resources; apply values, responsibilities, and considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize enterpreneurship career opportunities. This module, the fourth in a series of five, contains four sections: (1) self-inventory--values, motivation, self-confidence, interest and skill inventory; (2) career planning--options, changing work world, women and work, lifelong learning, and career plan; (3) entrepreneurship--community role, self-exploration, business development, business management, cooperation, and social responsibility; and (4) getting a job--resumes, job searches, and interviews. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA) masters and two appendices containing a list of resource organizations and tips for working in small groups are

Design; Curriculum Development; *Educational Change; Educational Practices; Educational Research; Educational Theories; Educational Trends; High Schools; *Integrated Curriculum; Models; *Vocational Education

Integration of vocational and academic education at the secondary level has been suggested as a way to strengthen students' education. Concerns about the vocational-academic split found in high schools center around human rights issues; economic competitiveness dependent on strengthened education; and graduates unprepared for life, work, or college. Curriculum theorists discuss three ways to organize a subject curriculum (correlated curriculum, fused curriculum, and broad fields curriculum) and two alternatives to the subject curriculum (core curriculum and activity curriculum). The literature indicates considerable activity directed toward integrating vocational and academic education. The most frequent type is the emphasis on basic academic skills in vocational courses. Three dimensions of the method for accomplishing the integration have been identified: content blend, teacher arrangement, and program of study. The scope of curriculum integration can be thought of in terms of breadth of exposure and exposure time. Motives for integration are the needs of society, teachers, students, and administration. Issues that require study are what should be integrated, who should benefit, what the desired outcome is, and how efforts should be evaluated. Three possible scenarios illustrate the potential breadth and depth of vocational and academic integration: vocational roles, vocational methods, and unabashed vocational emphasis. (Appendixes include 275 references for the paper, tables, and related literature and 2 integration models.) (YLB)

ED 348 492 CE 061 700

Pucel, David J.; And Others

Performance-Based Occupational Math Requirements Assessment (OMRA). Implementation and Supporting Research.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jul 92

NOTE- 88p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Competence; Competency Based Education; *Job Analysis; *Job Performance; *Job Skills; Literature Reviews; Material Development; *Mathematics Skills; *Occupational Information; Postsecondary Education; Technical Occupations; *Test Construction; Test Validity; Vocational Education

IDENTIFIERS- *Occupational Math Requirements Assessment

This document contains information regarding the implementation of the Performance-Based Occupational Math Requirements Assessment (OMRA), which was designed to determine the math requirements for occupations that require training of less than a baccalaureate degree, and the research supporting the development of OMRA. The first section presents the OMRA instrument and directions on how to implement it. The OMRA Coordinator Manual contains directions to be followed by the person in charge of conducting the assessment. A glossary of terms is provided. The OMRA instrument includes the OMRA Inventory for recording the required math operations and the OMRA Applications Supplement for recording sample job applications for which each operation is useful. The second section contains a report on the process used to develop OMRA performed coordination and supervision of production, production management, equipment maintenance, and personnel management. Necessary training included general and basic secondary vocational-technical education and updating. Use of new technology was seen as contributing significantly towards improving the qualifications of Level 3 technicians. (Appendixes include the final questionnaire, respondent list, 30 data tables, and a 26-item bibliography.) (YLB)

ED 348 511   CE 061 729

Muller-Warson, Liliane
Vocational Training in the Tourist Industry.
PUB DATE- 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Education; *Economic Development; Educational Policy; Foreign Countries; *Hospitality Occupations; Labor Market; Management Development; National Programs; Postsecondary Education; *Public Policy; Secondary Education; *Tourism; *Vocational Education
IDENTIFIERS- Belgium; Denmark; *European Community; France; Germany; Greece; Ireland; Italy; Netherlands; Portugal; Spain; United Kingdom

This documentary study is based on 12 national dossiers on vocational education and training in the tourist industry. Part 1 is an overview of school vocational training diplomas and curricula and the provision of training programs in the tourist industry. The description of the provision of training in this sector is followed by a review of training programs--secondary and postsecondary--for each Member State of the European Community: Belgium, Denmark, Federal Republic of Germany, Greece, Spain, France, Ireland, Italy, Netherlands, Portugal, and the United Kingdom. A bibliography is provided at the end of most country summaries. Part 2 gives details of policies in the field of tourism in seven Member States and their implications for national and regional economic development. These details are supplemented by bibliographical extracts. For other countries (Belgium, Greece, France, Ireland, Italy, Netherlands, and Portugal), the bibliographic references appear at the end of the report. Part 3 lists publications related to research on both the qualitative and quantitative aspects of tourism. The publications are divided into three categories: national studies on tourism and employment, studies and research on specific subjects, and training of managers. Content of the publication is briefly summarized. A bibliography and references section lists 163 publications and titles by country. Addresses for additional information (by country) are also listed. (YLB)

ED 348 512   CE 061 730

Behrens, Martina; And Others
Regional and Subcultural Determinants of Adolescents' Routes into Occupational Life: An English-German Comparison.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Comparative Analysis; Developed Nations; Economics; *Education Work Relationship; Employment

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Apprenticeships; *Articulation (Education); Cooperative Education; Educational Planning; Educational Resources; High Schools; Information Services; Postsecondary Education; Program Improvement; Two Year Colleges
IDENTIFIERS- *Tech Prep

This annotated resource list consists of print materials, educational information centers/services, and organizations providing practitioners with information on Tech Prep resources for program improvement. Each listing includes some or all of the following: title, author(s), publisher, address/contact, description, pages, and cost. Ten references, three newsletters, two organizations, and three centers for education/information services are listed. (NLA)

ED 348 531 CE 061 752

Heebner, Amy; And Others
Career Magnets: Interviews with Students and Staff.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 104p.; For a related document, see ED 344 064.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Administrator Attitudes; *Career Education; College Preparation; Demonstration Programs; *Educational Benefits; Educational Innovation; Educational Research; High Schools; Interviews; Magnet Schools; *Program Effectiveness; Student Attitudes; Teacher Attitudes; Vocational Education; *Work Ethic
IDENTIFIERS- *Career Magnet Schools; New York City Board of Education

Seventy students and 62 teachers and administrators in New York City career magnet and comprehensive schools were interviewed to learn why the career magnets were successful. A statistical analysis of student outcome data for the interview sites verified they were at least as effective as the typical magnet school. Interviews with students revealed benefits, complaints, and career magnet versus comprehensive high schools. Interviews also explored ways in which adolescents expressed attitudes toward a work ethic and the way attitudes toward work were affected by attitudes toward marriage and family. Results of the study indicated the following: (1) students developed a more optimistic future outlook as a result of receiving career training and developed a strategy of "parallel career planning"; (2) the schools taught a work ethic to help students succeed in adult life; (3) students both obtained a career-related education and retained ambitions for college; and (4) students were often placed in new peer groups that were sources of positive values. Faculty members were enthusiastic and worked hard, but schools could not provide all the help low income and minority students needed, especially with job knowledge. Both comprehensive schools and magnet schools lack enough career guidance, and career magnets do not do as good a job of educating students with poor academic records as they do average students. (Contains 27 references.) (YLB)

ED 348 532 CE 061 754

Baird, Irene C.
How Some Low Income Women View Learning as They Prepare for the

conducted using books/workbooks on the booklist. Positive feedback was in evidence in all sites; negative feedback was seen at only eight sites. Disruptive behavior was not frequently seen, minor in nature, and handled appropriately by the teacher. Class formality approximated the supervisor's intention. Testing was observed in 12 sites--in half, proper procedures were not used. In general, the program was operating as planned, but improvements in the areas of mathematics and Michigan Life Role Competencies instruction and testing were recommended. (The observation sheet with compiled results is appended.) (YLB)

ED 348 550 CE 061 790

Workplace Literacy. Project SIDE. Procedural Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Aug 92
NOTE- 34p.; Handwritten comments may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; Economic Factors; *Job Skills; Mathematics Skills; Program Administration; *Program Implementation; Quality Control; Teamwork; Two Year Colleges
IDENTIFIERS- Alabama; Total Quality Management; *Workplace Literacy

This report describes procedures for effective development and implementation of workplace literacy programs based on the experience of a partnership among Alabama Southern Community College (Monroeville, Alabama), Boise Cascade (Jackson, Alabama), and Vanity Fair (Monroeville, Alabama). The introductory summary describes the voluntary, after-hours project to improve the basic skills of 539 workers at the two companies in job-related reading and math. Subsequent sections contain the following information: a summary of future work force needs, definition of workplace literacy, the importance of a linkage to total quality management, partner selection, program structure, program promotion, and external factors. Also included are 15 references, a promotional flier, personal profile form, and an external evaluation report. (NLA)

ED 348 551 CE 061 798

Job Training Reform Amendments of 1992. Conference Report To Accompany H.R. 3033. House of Representatives, 102d Congress, 2d Session.
PUB DATE- 6 Aug 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disadvantaged; Dislocated Workers; *Federal Legislation; *Federal Programs; *Job Training; Labor Force Development; Welfare Services
IDENTIFIERS- Congress 102nd; *Job Training Partnership Act 1982; Proposed Legislation; Service Delivery Areas

This conference report accompanying H.R. 3033 includes the Job Training Reform Amendments of 1992. This amendment to the Job Training Partnership Act improves the delivery of services to hard-to-serve youth and adults. There are seven sections in this report: (1) Job Training Partnership Requirements--general standards and procedures for determining them. Chapter 5 describes different approaches for introducing incentives and adjustments for special populations. Chapter 6 considers issues of implementation and includes possibilities for phasing in accountability systems and monitoring and modifying them over time. Chapter 7 provides information on student assessment in the context of performance measures and standards. A glossary is included as an appendix. (YLB)

ED 348 571 CE 061 830

Burac, Zipura T.
Exemplary Programs Serving Special Populations. Volume 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 49p.; Produced by the Technical Assistance for Special Populations Program, University of Illinois.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Curriculum; *Demonstration Programs; Dropouts; Early Parenthood; Economically Disadvantaged; Educational Change; *Educational Innovation; Educationally Disadvantaged; Followup Studies; Job Placement; Limited English Speaking; Models; Postsecondary Education; Potential Dropouts; Pregnant Students; Program Administration; Program Descriptions; Program Design; Program Implementation; Secondary Education; *Special Needs Students; *Vocational Education; Youth Problems; *Youth Programs

Designed for educational administrators, state-level personnel, program coordinators, teachers, and researchers, this monograph highlights five exemplary vocational programs serving individuals from special populations. Identified through an extensive national search in 1990, each program exemplifies successful practices for secondary and postsecondary students who are teen parents, economically or educationally disadvantaged, dropouts or potential dropouts, or who have some disabilities or limited English proficiency. An introduction discusses the need for this information and provides the framework for identifying exemplary programs. Components of each description include the following: name, location, coordinator, purpose, population served, staffing, financial support, evaluation, individualized instruction, instructional settings, cooperative learning experience, assessment of students' interests and abilities, instructional support services, career guidance and counseling, family involvement and support, notification of vocational opportunities, formalized transition planning, intra- and interagency collaboration, work experience, job placement, and follow-up. The programs are Boulder Valley Schools Teen Parenting Program (Colorado), Employment Orientation and Vocational Education for Special Needs Students (New Jersey), Project CDA: Creating Dropout Alternatives (Idaho), Learning Lab for Technology and Applied Sciences (Florida), and Valencia Community College (Florida). (YLB)

ED 348 572 CE 061 831

Asche, F. Marion; And Others
Linking Planning and Evaluation: Review and Synthesis of Literature.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

(attractiveness, trustworthiness, expertness) of their anticipated counselor were found. (Author/ABL)

ED 348 589 CG 024 407

Michaud, Lois I.; And Others
Counseling Psychologists' Attitudes and Knowledge about Alcoholism.
PUB DATE- Aug 92
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Counseling Techniques; *Counselor Attitudes; Counselor Client Relationship; Knowledge Level; *Psychologists; Sex Differences
IDENTIFIERS- *Counseling Psychology

The purpose of this study was to determine the attitudes held by counseling psychologists about alcoholics and alcoholism, and to determine the relationship between these attitudes and the individual's level of experience, knowledge and training in the alcoholism domain. Although counseling psychologists typically deal with developmental issues, career choice, change and adjustment, and situational life problems, it has become increasingly evident that alcohol plays a significant role in the problems of clients they see. In this study counseling psychologists (N=475) responded to a seven-page questionnaire which assessed their attitudes, experience, and factual knowledge about alcoholism. Data were analyzed descriptively and using multiple regression methods. Results indicated: (1) 76% of those sampled indicated that they made a clear distinction between "problem drinking" and "alcoholism"; (2) most viewed alcoholics as generally wanting help, treatable, immature, troublesome in the office, and undependable; (3) most reported feeling comfortable, judgmental, friendly, knowledgeable, and reasonably optimistic when treating an alcoholic client; (4) on the 28-item alcohol/alcoholism information questionnaire, respondents answered an average of 15.92 items correctly; (5) men had more correct answers than women; and (6) no difference in items answered correctly between those who do and those who do not use standardized assessment procedures in identifying and diagnosing alcoholism in their clients. (ABL)

ED 348 590 CG 024 408

French, Laurence Armand
Cultural Disintegration Perpetuated through Substance Abuse among American Indians.
PUB DATE- Aug 92
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *American Indian Culture; American Indian History; *American Indians; Cultural Influences
IDENTIFIERS- *Fetal Alcohol Syndrome; *Posttraumatic Stress Disorder

community groups; (6) provide some staffing for the Alcohol and Other Drug Education Program at the campus Wellness Resource Center; and (7) provide activities for Alcohol Awareness Month, including participating in the homecoming parade and an awareness day. (Program highlights from the 1990-92 academic years are listed.) (ABL)

ED 348 608 CG 024 426

Bullis, Ronald K.
Law and Management of a Counseling Agency or Private Practice. The ACA Legal Series. Volume 3.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Agencies; *Counseling; *Counselors; Ethics; Federal Legislation; Government Employees; Laws; *Legal Problems; *Legal Responsibility; *Private Sector

This monograph addresses laws that govern the business and management of mental health practices. The preface warns that this book only raises legal issues, concentrates on federal law, and does not exhaust the issues and information on any topic. A glossary of terms such as "burden of proof," "fiduciary," "negligence," and "torts" is presented. These topics are discussed: (1) contracts; (2) advertising; (3) copyright; (4) employment discrimination; (5) sexual harassment; (6) employer vicarious liability; (7) agency; (8) insurance; (9) legal audits; (10) frequently asked questions; and (11) guidelines for practice. A summary notes that counseling is a business and is therefore governed by a host of rules and regulations. It recommends that mental health professionals, both those in business for themselves and those in private agencies and government departments, should stay abreast of the law and its implications for the mental health industry. It cautions that without knowledge of current laws, mental health practitioners are vulnerable to civil and criminal penalties. Eight discussion questions are presented. Suggested readings are listed. References are included. (ABL)

ED 348 609 CG 024 427

Gati, Itamar
Gender Differences in the Readiness To Accept Career Compromise.
PUB DATE- Jul 92
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Attitudes; *Career Choice; Foreign Countries; *Sex Differences
IDENTIFIERS- *Compromise; Israel

Most career decisions involve compromises. The need to compromise can be attributed to the fact that the characteristics of the options in the occupational world do not necessarily match the ideal career image of the career decision maker. This study examined the readiness to compromise and the content of compromise in 1,252 deliberating women and 751 deliberating men who used "MESHIV"--a computer-assisted career decision making any material or lessons within the curriculum. It is noted that the curriculum is designed to be used either as a stand-alone course, as a self-directed independent study, or as a staff development effort. After a project overview these topics are covered: (1) how the curriculum was developed; (2) site visit report which presents seven important elements to consider when developing counselor education materials; (3) areas of emphasis in the curriculum; (4) key principles of curriculum development; (5) the counselor education curriculum; (6) guide to lesson categories (perennial problem, practical problem, justification for lesson, learner outcomes, instructor resources, teaching-learning interaction, debriefing strategies, additional resources, individual learning plan, transparencies and handouts); (7) practical problems; and (8) learner outcomes. Handouts for students are included in a section of instructor's resources. (ABL)

ED 348 628 CG 024 446

Daly, Joseph L.; Feller, Richard W.
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 2: Preparing Counselors To Serve Diverse Students.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 59p.; For other documents in this series, see CG 024 444-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Role; *Counselor Training; Elementary Secondary Education; High Risk Students; Minority Groups; *School Counseling; *School Counselors; Special Needs Students

This document presents lessons designed to prepare counselors to serve diverse students. The first lesson focuses on societal trends and the status of youth. The second lesson focuses on the status of youth and basic skills acquisition. The third lesson, on special populations, explores attitudes of school counselors toward particular groups in society and the whole issue of societal diversity in general. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying the content in an individualized program. (ABL)

ED 348 629 CG 024 447

Daly, Joseph L.; Feller, Richard W.
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 3: Basic Skills, Integration, and the School Counselor.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 85p.; For other documents in this series, see CG 024 444-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

students were subjects in the other 3 studies. Results indicated that: (1) younger children tended to have difficulty reinterpreting a text after an initial interpretation; (2) although they realize the text is ambiguous, they are less likely than older children to explicitly identify alternative interpretations after making an initial interpretation; (3) they are also less likely to appreciate the causes of another's differing interpretation; and (4) children in both grades frequently had problems understanding that another might hold a false belief or inaccurate interpretation about the story events. Findings suggest that young writers may overlook the possibility that a reader may have a different interpretation, or a false interpretation, even though they possess the ability to recognize multiple interpretations. Therefore, children may need explicit instruction in recognizing alternative interpretations in their writing. (A sample story and four figures of data are included.) (RS)

ED 348 649 CS 010 995

Livingston, Carol; Taylor, Nancy
Networking as Community--The Nature of Curriculum: Whole Language.
PUB DATE- Apr 92
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Change; Elementary Education; Information Networks; Literature Reviews; Program Descriptions; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues; School Renewal Network; *Teacher Researcher Cooperation

This paper considers the status and potential of researcher-practitioner collaboration toward higher literacy through a restructured curriculum based on the whole language philosophy. Specifically, it examines the status, contribution, and potential of the dialogue in a whole language topical session on the School Renewal Network, an electronic networking community of researchers and practitioners. The paper is organized into four sections corresponding to the following four focus questions: (1) What has happened thus far regarding whole language? (2) How has thinking and practice about reading and language instruction for students changed? What has been the effect on your colleagues and school? (3) What has been the effect on you, your school, and your colleagues in regard to whole language and participation in the network's interactive community? and (4) How can the network help you/your colleagues to improve literacy instruction and experience for students? In this regard, how could the research/practitioner community be strengthened? The first section presents descriptions of the six schools in the whole language group and a discussion of the development and current status of whole language in those schools to date. The second section describes in more detail the individual and institutional changes in each school. The third section describes the content of the papers distributed through the network and the nature of the participant interaction during a 2-day meeting. This section also presents testimony of the network's impact on the whole language group participants, their colleagues, and their schools. The fourth section integrates the major recommendations for research drawn in textbooks, does not work, does not apply, and is not convincing. In four composition textbooks, logical reasoning and textual authority is the privileged form of argument, if not the only form. Argument by narrative, so important to the jury members, is banished from most courses about academic argumentative writing. It is time to recover the commonsense narrative, letting its voice compete with that of academic reasoning and the rhetoric of expertise. (A figure presenting the competing schemata in the civil court case, and a figure offering brief defining quotes from the four composition textbooks are included.) (RS)

ED 348 670 CS 213 430

Norris, Linda, Ed.; And Others
Discoveries & Dialogues: The Making Thinking Visible Casebook.
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 208p.; For other materials pertaining to this project, see ED 334 593-594 and ED 335 682.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Classroom Research; Classroom Techniques; Cognitive Processes; *Cooperative Planning; Elementary Secondary Education; Higher Education; *Teaching Methods; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Collaborative Inquiry; Collaborative Learning; *Collaborative Writing; Teacher Researchers

This casebook is part of a set of materials written by the members of the Making Thinking Visible Project. It presents the multiple perspectives of various members of the project (high school, college, and community college teachers) as they began to use collaborative planning in unique and different ways. It offers 21 articles in three sections called respectively "Process of Collaboration," "Discoveries," and "Dialogues 1991-92." Articles and their authors are as follows: "Introduction to Collaborative Planning and the Making Thinking Visible Project"; "Teachers as Theory Builders" (L. Flower); "Supporters in Effective Collaboration" (R. E. Burnett); "Collaborative Planning and the Basic Student: Adaptations for Implementation and Success" (M. Bowen and T. Marshall); "Profiles in Collaborative Planning: An Inquiry into the Attitudes of Two Student Writers" (J. R. Brozick); "Transcripts as a Compass to Discovery" (L. B. Evans); "Using Collaborative Planning with College Freshmen" (L. Rubin); "From Intention to Text: Problems of Purpose" (D. L. Wallace); "Mirror, Mirror on the Wall..." (M. A. Benedict); "From Representation to Practice: Case Study of a Preservice Teacher" (L. Norris); "Incorporating the Notion of Planning into the Secondary English Curriculum" (J. Z. Gargaro); "Collaborative Planning: From Curricular Unit to the Classroom" (P. Flynn); "From Permissive to Proactive: Harnessing Literacy to Build Contexts for Change" (E. Long); "Literate Practice in Action: HELP--The Housing Empowerment Literacy Program at Pittsburgh's Literacy Center" (P. Flynn); "Doctor, Lawyer, Indian Chief: What Future Roles Will a Student Have in Our Society?" (A. Martine); "Collaborative Planning in a Technical Center" (J. A. Aston); "November 12, 1991: Collaborative Planning and the Curriculum" (J. Z. Gargaro); "December 10, 1991: Community Literacy Projects" (P. Flynn); "January 14, 1992: Learning to Teach" (L. N. and J. R. Brozick); "March 10, 1992: Success with

English Association (San Antonio, TX, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Freshman Composition; Higher Education; Literary Criticism; Literature Appreciation; *Reader Response; Reader Text Relationship; *Sex Differences; Writing Research
IDENTIFIERS- Aesthetic Reading; *Composition Theory; *Feminist Scholarship; Lawrence University WI

Considering that some feminist critics have recently been approaching composition theory from a preconceived feminist perspective, the issue of maintaining an analytical bias while conducting research is once more emerging. By imposing an analytical model on a body of data, scholars run the risk of ignoring conclusions or focusing on those which corroborate their positions. Students in a freshman composition course at Lawrence Technological University were asked to write responses to Ernest Hemingway's story, "Hills Like White Elephants," the same method and story used in an earlier study by the feminist composition scholar Elizabeth Flynn. Unlike Flynn's results, male students did not "dominate" the text any more than females. The readings by males and females, however, did differ to some extent, and students' responses demonstrate a wide range of reading styles. Some frustration and anger was shown as students tried to fill in the "gaps" presented by this story. Hemingway never explicitly tells the reader that the man and woman are discussing their need for an abortion, forcing the reader to work hard to draw this conclusion. Midterm essay responses show that student response, both male and female, draws strongly on the teacher's explication. Researchers should focus on how students read both with and without the teacher's help. After two decades of reader-response analysis, perhaps the introduction of narrative theory into pedagogy is an idea whose time has come. (HB)

ED 348 690   CS 213 496

Sundermeier, Michael; Whipple, Bob
Beginning the Computer Community: Establishing a Computer Writing Classroom.
PUB DATE- May 92
NOTE- 24p.; Paper presented at the Annual Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Higher Education; Program Descriptions; *Program Development; *Program Implementation; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Creighton University NE

The idea of setting up a computer center in the Creighton University English department was conceived in 1982 shortly after the department chair purchased his first computer. A committee on the relationship between the computer and English composition was established. In 1987, a proposal for 30 computers and 15 printers was turned down by the administration, as were later proposals. In the fall of 1990, a director of composition and chair of the composition committee was appointed to develop yet another computer plan. This plan for an English Computer Lab (ECL) which would focus on the teaching of writing involved the development of a composition

(1) "Under Fire: The School, the Principal and the Preparation Program" (Barbara Nye and Mary Jane Connelly); (2) "The Roles of Principals: Today's and Tomorrow's Schools" (Christine Johnson); (3) "A Tennessee Case Study: Eight Beginning Principals" (Frances C. Fowler and Cynthia T. Gettys); (4) "The Principal in Tennessee Schools: A Policy Statement (preliminary recommendations)" (Kenneth E. Nye); (5) "Principals and Assistant Principals: The Current Work Force, Supply and Demand" (Karen Weeks); (6) "National and State Goals for Education: The Role of School Leaders" (William L. Lepley); (7) "National Picture: Preparation and Certification of Principals (an outline)" (Scott D. Thompson); (8) "Developing Leaders for Tomorrow's Schools" (Philip Hallinger and Joseph Murphy); (9) "Assessment Centers: Identifying and Developing Effective Principals" (Lenor Hersey); (10) "Preparing School Administrators in Alabama" (Rodney Roth); (11) "Making Better Principals and Making Principals Better" (Wayne Worner and David Parks); and (12) "Leadership 21: Preparing Principals for the Twenty-First Century" (Gary Ubben). Following the presentations is a summary report, with 28 references, intended to be used to develop specific policy recommendations. The appendices contain a list of the symposium planning committee members, the agenda, and two reports of relevant Tennessee Board of Education policy. (MLF)

ED 348 710 EA 024 037

Berliner, David C.
Educational Reform in an Era of Disinformation.
PUB DATE- Feb 92
NOTE- 97p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Comparative Education; *Educational Assessment; Educational Change; Educational Objectives; *Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; *Misconceptions; *Outcomes of Education; Productivity; *Public Education
IDENTIFIERS- Japan; *National Education Goals 1990

Criticisms leveled at the American education system are examined in this paper, which asserts that misinformation about Japanese education should not be used as a basis for educational reform in the United States. Commonly reported changes made against the American public school system are explored; they include lowered student intelligence, decreased standardized test scores and academic achievement, overly expensive schools, the lack of a relationship between educational funding and school productivity, and declining mathematics and science competition in the world market. A historical overview indicates that business and the elite citizenry have waged a campaign of disinformation that identifies the American school system as a failure. Another conclusion is that many reform efforts will create greater economic and educational disparity. Five alternative national education goals are outlined: school radiness for all (including the provision of preschool programs and adequate day and health care); equal access to operational facilities; the creation of politically and socially involved graduates; the highest paid teachers in the world; and equalized school funding. A total of 17 figures are included.

good reasons why the completion of high school and public investment in education should be encouraged. Seven figures and 15 tables are included. Appendices contain data on male and female average incomes in Alberta, the GDP, and basic education costs. (Contains 24 references.) (LMI)

ED 348 731 EA 024 178

Micali, Aurea
Education and Labour Market in the OECD-CERI Educational Indicators Project.
PUB DATE- Apr 92
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attainment; Elementary Secondary Education; *Employment; Females; Foreign Countries; Income; *International Education; *Labor Force; *Labor Market; Unemployment

The Organization for Economic Cooperation and Development (OECD-CERI) Educational Indicators Project (INES), initiated in 1988, is described in this paper, which focuses on the development of "Network B" to study education and labor market destinations (Network B is one of four networks set up by the project, each of which was assigned a different domain for development). Experts from 18 OECD countries participated--Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Italy, Japan, Luxembourg, The Netherlands, New Zealand, Portugal, Sweden, Switzerland, the United Kingdom, and the United States. Following a brief introduction, the project classifications, conventions, and indicators are described. The next part presents findings on general educational attainment and its relationship to gender, labor force status, and earnings variations. Findings suggest that unemployment is higher for youth and women and that differentials in incomes by level of educational attainment tends to be greater for women than for men. At some educational level, men have somewhat higher earnings than do women. Wide variations in general education attainment exist among countries. Seven tables are included. The appendix contains definitions of the study variables and formulas for calculating data. (LMI)

ED 348 732 EA 024 179

Jaeger, Richard M.
A Comparison of Compensatory, Conjunctive, and Disjunctive Models for Weighing Attributes of School Quality.
PUB DATE- Apr 91
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Institutional Characteristics; *Measurement Techniques; Models; *Multiple Regression Analysis; *Public Schools

IDENTIFIERS- *Inclusive Educational Programs

Educators increasingly agree that creating more inclusive schools by eliminating rigid ability grouping is important to improving education; this task will take years of study, persuasion, and staff development. This booklet is designed to assist school leaders desiring to study the issue, persuade others of its correctness, and create learning experiences that ease the transition to more inclusive schools. Four chapters define the tasks involved in moving away from ability grouping. First, educators must envision the inclusive school and share this vision with staff members, board members, and patrons. The vision emerges from studying ability grouping problems involved in determining student placement, locking students in or out; denying the importance of effort; undermining self-esteem; questioning achievement goals; isolating groups negatively; destroying sense of community; creating inequities; and skirting illegalities. Third, educators must develop viable, acceptable alternatives, such as fair ability grouping, partial untracking, Joplin plans (the practice of grouping students for specific skills across grade levels), teacher autonomy, before- and after-school programs, split-level grouping, and other approaches. Finally, educators must prepare a long-term plan, secure widespread involvement, conduct a local self-study, disseminate information, and plan appropriate staff development. The booklet concludes with a list of 48 references, 26 contact persons, and 16 organizations. (MLH)

ED 348 753 EA 024 221

Goldwasser, Matthew L.

School Restructuring and the Gap between Policy and Practice.

PUB DATE- Apr 92

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; Educational Policy; Educational Practices; *Educational Theories; Elementary Secondary Education; *Policy Formation; Resistance to Change; *School Restructuring; *Theory Practice Relationship

The relationship between policymaking and implementation and its impact on educational change is explored in this descriptive study of a proposed doctoral research project. Attention is given to how the theory-practice relationship is conceptualized by key participants in the formation of a particular reform. Methodology will involve interviews with state and local policymakers, principals, teachers, and parents in schools engaged in restructuring; content analysis of documents; and historiographic research. Each participant will be asked to identify educational theorists, reform documents, and other influential educational writings that they consider to be both valuable and/or present in their schools. Findings from pilot interviews conducted with three Colorado policymakers about the meaning of restructuring and observation of a grassroots parents' group in the Boulder area are described. An assumption of the study is that the gap between policy and practice helps to explain why change is so problematic. (Contains 13 references.) (LMI)

ED 348 754 EA 024 222

school climate, instructional/curriculum leadership, and planning for improvement. One table is included. (LMI)

ED 348 774 EA 024 258

Illinois Middle-Level School Assessment: A Look at the State-of-the-Art in Middle-Grade Practices.
PUB DATE- 92
NOTE- 41p.; For a related document, see EA 024 168.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Educational Assessment; Educational Improvement; Educational Innovation; Educational Needs; *Intermediate Grades; Junior High Schools; Middle Schools; Preadolescents; *State Action; *State Norms; *Statewide Planning
IDENTIFIERS- *Illinois

Findings of a study that examined middle-level school practices and the educational needs of Illinois youth aged 10-14 are presented in this report. A questionnaire mailed to all junior high/middle schools (576 schools) and K-8 schools in Illinois (705 schools) elicited response rates of 75 and 42 percent, respectively, or a total of 774 usable returns. Findings indicate that Illinois middle-grade schools are doing a reasonably good job of implementing health-related concepts and practices and that some have implemented critical thinking and cooperative learning techniques. Eight of the 10 concepts designated as key to middle-level school success are fully implemented by fewer than 25 percent of the schools. However, most schools expressed a need for additional funds, particulary for staff development and the hiring of additional staff. Most schools do not participate in business/community collaboration to a significant extent. Recommendations include providing specialized teacher preparation and utilizing a holistic approach to create a learning environment that meets early adolescents' physical, emotional, intellectual, and social needs. The appendix includes the questionnaire. Three figures and 10 tables are included. (LMI)

ED 348 775 EA 024 435

Transforming American Education. A Directory of Research and Practice To Help the Nation Achieve the Six National Education Goals.
PUB DATE- Nov 92
NOTE- 265p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Annotated Bibliographies; *Demonstration Programs; Dropout Prevention; Early Childhood Education; Educational Change; *Educational Innovation; Educational Practices; Educational Research; Educational Strategies; *Education Work Relationship; *Elementary Secondary Education; *Excellence in Education; Geography Instruction; History Instruction; Information Sources; Instructional Effectiveness; Language Arts; Literature Appreciation; Literature Reviews; Mathematics Instruction; Reading Instruction; Science Instruction; Second Language Instruction; Theory Practice Relationship; Vocational Education; Writing Instruction
IDENTIFIERS- *National Education Goals 1990; *Promising Practices

In response to America 2000, a federal strategy to achieve the

Differences; *Delivery Systems; *Developmental Disabilities; Interpersonal Relationship; Intervention; Models; Older Adults; *Parent Participation; Parent School Relationship; Rural Areas; *Teamwork
IDENTIFIERS- Case Management; *Empowerment

This feature issue of IMPACT focuses on the empowerment of families with a member who has a developmental disability. It presents strategies and models for a collaborative, respectful approach to service provision, and presents the experiences of families in seeking support and assistance. Feature articles include "Two Generations of Disability: A Family and Community Affair" (Vivienne Kaufman); "Decision Making in the 90s: A New Paradigm for Family, Professional, and Consumer Roles" (Jean Ann Summers); "Access to Services: Sharing the Power" (Fran Smith); "The Impact of Personal Futures Planning on Families" (Angela Novak Amado); "Advocacy: Noun, Verb, Adjective or Profanity?" (Linda Gress Bonney and Sandy Moore); "Self-Determination and Empowerment: The Parent Case Management Program" (Marijo McBride); "Empowering Rural Families: Two Success Stories" (one concerning a child with cerebral palsy, the other about an adolescent with traumatic brain injury--both contributed by the families); "Making the System Work: The Multicultural Family Inclusion Project" (Jamie Smith); "Family Mediation as Family Empowerment" (Patricia A. Moses); "Home-School Collaboration: A Building Block of Empowerment" (Mary F. Sinclair and Sandra L. Christenson); "Home-School Collaboration Model: Project FISC" (Cheri Gilman); "Family-School Collaboration in Interventions" (Michael Bloomquist); "Life Planning for Adult Health Care" (Timothy W. Jorissen); "Health Issues and Placement Decisions for Older Persons with Disabilities" (Deborah Anderson and Eric Kloos); and "Learning To Let Go" (Ceci Shapland). A resource list of 10 organizations, 2 videotapes, and 8 publications concludes the issue. (JDD)

ED 348 794 EC 301 414

New York State Commission on Quality of Care for the Mentally Disabled. Annual Report 1990-91.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Advocacy; At Risk Persons; Children; Compliance (Legal); Developmental Disabilities; Drug Therapy; Group Homes; *Legal Responsibility; *Mental Disorders; *Mental Retardation; Prevention; Quality of Life; Sexual Abuse; State Programs; State Standards
IDENTIFIERS- *New York

This annual report on the quality of care for the mentally retarded in New York is organized in three sections focusing on obligations, opportunities, and the future, respectively. Subsections are organized into discussion, findings, and conclusions/corrective actions or recommendations. The first section examines issues in protecting individuals at risk in adult homes, in psychiatric centers, in emergency rooms, in correctional facilities, from abuse, from sexual abuse/exploitation, from child abuse, and from financial exploitation. The next section focuses on advocacy functions in specific situations and through the protection and advocacy networks. Specifically covered are closure of developmental develop a transition timeline. (JDD)

ED 348 813 EC 301 434

Arkansas Advisory Council for the Education of Gifted and Talented Children. Report. July 1, 1990-June 30, 1991.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Gifted; Program Descriptions; Program Implementation; Special Education; *Special Programs; Special Schools; *State Programs; *Talent
IDENTIFIERS- *Arkansas

This annual report on gifted education programs in Arkansas outlines the status of recommendations made in prior reports and urges action on new recommendations, such as acquiring additional staff positions and ensuring that enrollment in gifted programs reflects the ethnic and economic makeup of the total school population. Appendices contain: (1) a description of the Arkansas Governor's School, which is a 6-week residential program for rising seniors; (2) a list of Arkansas' 27 residential and 27 day AEGIS programs (Academic Enrichment for the Gifted in Summer); (3) statistical data on students served in each school district; and (4) information about the Talent Identification Program. (JDD)

ED 348 814 EC 301 435

Schmitt, Christopher, Ed.
Parent Resource Directory. Fourth Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Foreign Countries; Health Services; *Information Networks; *Information Services; Parent Associations; Parent Education; *Social Support Groups; *Special Health Problems
IDENTIFIERS- Canada; United States

This directory was produced to help parents of children with special needs and professionals identify one another and form relationships to improve the health care system. The directory contains entries from families throughout the United States and Canada, and is organized alphabetically by state or province, with parents listed alphabetically within each area. Each entry contains such information as the parent name, address, telephone, child's or children's disabilities, organizational affiliations of the parent, care facility used, skills and interests of the parent, experience, related employment, and languages other than English. At the end of the directory are a general alphabetical index of parents, an index of disabilities, and an index of special interests. There is also a list of Parent Training and Information Centers, which are federally funded programs, staffed by parents, that provide information to parents on special education laws. (JDD)

ED 348 815 EC 301 436

provided recommendations on ways to alleviate social and physical impediments in varied settings. They considered the implications of the Americans with Disabilities Act on these issues. The focus group participants also considered product design features, costs, instructions, repairs, and safety concerns. Consumers spoke about their need for objective information about products, and recommended developing working partnerships among designers, manufacturers, and consumers with disabilities. Consumer observations about specific products are noted, including mobility devices, telecommunication devices, televisions, and computers. Wish list items wanted by individuals with blindness and visual impairments, deafness and hearing impairments, manual dexterity impairments, and mobility impairments are described. A moderator's guide for use with focus groups is attached. (JDD)

ED 348 834 EC 301 459

Reeb, Kenneth G., Jr.; Stripling, Thomas E.
Payment for Assistive Devices by the Veterans Administration.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 89
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Decision Making; *Disabilities; *Federal Aid; Federal Government; Financial Support; *Government Role; Human Services; Policy Formation; Public Policy; *Purchasing; *Veterans
IDENTIFIERS- *Veterans Administration

This report provides an overview of the Veterans Administration (VA) and how it pays for assistive devices for veterans. It explains the VA payment structure and decision-making responsibilities concerning assistive equipment. Following an introductory section, the report provides background on the VA system, summarizing its legislative origins, organizational structure, benefits, and eligibility guidelines. The report then describes the VA's payment process for equipment, identifying the various levels of decision making and control. This section outlines the phases in the payment process, including gaining access to the area's VA Medical Center, having the veteran's needs assessed, and procurement and delivery of the prosthetic appliances. The report also discusses some of the policy-setting mechanisms whereby the VA determines the types of equipment it covers and how it ensures that it remains up to date. The report stresses that procurement for assistive devices can vary significantly depending upon the policies and resources of the VA Medical Center in a particular area. (JDD)

ED 348 835 EC 301 460

Reeb, Kenneth G., Jr.
Revolving Loan Funds: Expanding Equipment Credit Financing Opportunities for Persons with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 87
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

Evaluation

Evaluation of foreign languages in the elementary school (FLES) programs is needed to provide feedback (descriptive data about a school's offerings) and accountability (program accomplishments). Thorough program evaluation verifies both a district's thoughtful, written philosophy of foreign language education and local goals. Some FLES program evaluation instruments have already been developed. If schools decide to create their own instruments, they need to first provide for both formative and summative assessment, then consider these issues in evaluation design: focus of the evaluation; evaluation model; information collection; data analysis and interpretation; data management; and evaluation of the instrument itself. Evaluators must inform educators that it will produce descriptive program information and documentation, to minimize intimidation, and data collection should be as streamlined as possible. Each district must determine the most appropriate way to analyze and interpret its program evaluation data. A FLES teacher or supervisor should coordinate the effort, and the instrument should be reviewed annually to learn if it is reporting and measuring what is intended. Results should be made known first among teachers, curricular and program improvement should be encouraged, and outcomes should be disseminated to the community. A brief bibliography is included. (MSE)

ED 348 855 FL 020 475

Bryan, Lynn B.
An Uncommon Internship: Exploring Options in Careers Enhanced by Foreign Language Skills.
PUB DATE- 91
NOTE- 12p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Awareness; *Career Exploration; Higher Education; Instructional Materials; *Internship Programs; Language Teachers; Program Descriptions; Program Design; *Resource Materials; Second Language Instruction; *Second Languages; Teacher Education; Teacher Role; Work Experience
IDENTIFIERS- *Macon College GA

Foreign language teachers must do some career counseling if their students are to be informed about the choice of profession and application of foreign language skills and knowledge. Because most teachers do not have time or resources to do full-scale counseling, Macon College (Georgia) has instituted an internship program for foreign language students to address the problem. The program is adapted from one that is business- and experience-oriented and provides about 140 hours of on-the-job experience. Students use the experience to (1) research and develop a project about the job market and positions in which foreign language skills are essential or desirable, do a project directly related to their own interests, or work in the foreign language program; and (2) review and practice language skills already acquired while adding others. Materials are provided for internship students going into teaching and researching other professions. These include career-specific, language-related, and cultural or cross-cultural materials. During its brief history, student projects have reflected

American history, and Business Spanish. Pre-travel and re-entry courses are included in the program, and its curricular design is fairly open-ended in order to allow for creative and active experiential learning. The quality of the international experience depends on the degree to which participants can critically reflect on individual action in a cultural context other than their own. The procedures used to document student perceptions (interview, correspondence, journals, etc.) are reviewed and some journal entries are reported. It is concluded that in learner-centered curricula it is important to incorporate student assessments of their own experiences. Contains 9 references. (LB)

ED 348 875 FL 020 584

Thibault, Pierrette; Vincent, Diane
Un corpus de francais parle. Montreal 84: Historique, methodes et perspectives de recherche (A Corpus of Spoken French. Montreal 84: History, Methods, and Perspectives of Research). Recherches Sociolinguistiques/1.
PUB DATE- 90
NOTE- 140p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Data Collection; Diachronic Linguistics; *French; *Information Sources; Interviews; Language Research; Longitudinal Studies; *Native Speakers; *Oral Language; Phonetic Transcription; Questionnaires; Research Methodology

In 1984, a new corpus of spoken Quebecois French (Canada) was added to the existing data. In developing it, half of the native speakers participating in a 1971 study were re-interviewed, providing previously unavailable data on individual language development. The report describes in detail the sociolinguistic methodology used in developing the corpus. An introductory section chronicles the evolution of the project and describes the study's structure. The second section outlines the data collection procedures and considerations, including demographic characteristics of the respondents. Section three addresses the treatment of data collected, focusing on methods and conventions in transcription, and data management. The fourth section outlines technical aspects of the interview: situation, method, data obtained, review of data obtained in 1971, and the actual encounter. Section five provides a more descriptive summary of the interview process and its results. It is concluded that the study provides both new and unique linguistic and sociolinguistic information. A brief list of references is included. Appended materials include the interview form, participant and interview data, examples of transcription and concordance used,transcription conventions, questionnaires, and bibliographies relating to both the 1971 and 1984 studies. (MSE)

ED 348 876 FL 020 587

Kitao, Kenji
Developing English CBI Programs at Doshisha University.
PUB DATE- 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)

English is also discussed, with emphasis on biliteracy and Spanish language literacy. Several promising practices are outlined, including using the language experience approach with ESL literacy students, and developing techniques for dealing with the multi-level classroom composed of literacy students with varied exposure to print. Lists of teacher resources are provided that include textbooks, ESL literacy guides and manuals, and other resources such as authentic materials. Contains approximately 300 references. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 894 FL 800 570

Wrigley, Heide Spruck; Guth, Gloria J. A.
Background Information: A Look at Program Components and Innovative Practices in Adult ESL Literacy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 10p.; For related documents, see FL 800 569-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Eligibility; English (Second Language); *Limited English Speaking; *Literacy Education; National Programs; Program Descriptions; *Program Effectiveness; Program Evaluation; *Standards
IDENTIFIERS- *National English Literacy Dem Prog LEP Adults

Background information is presented on components and practices in adult English-as-a-Second Language (ESL) literacy programs. In Part I, Characteristics of ESL Literacy Programs, answers are given to questions covering definitions of an ESL literacy program, who the students are, goals of ESL literacy programs, and types of literacy programs eligible for nomination in the National English Literacy Demonstration Program for Adults of Limited English Proficiency. Part II of this paper outlines components that research has shown to be effective parts of adult literacy programs: community outreach, needs assessment, program design, curriculum, approaches and methods, initial assessment and progress evaluation, staff development, and support services. Examples of each are given. Part III illustrates types of evidence of program effectiveness, including progress in literacy development (e.g. student writings, test scores, anecdotal evidence) and evidence of outcomes that can be linked to literacy education (e.g. transfer to mainstream programs, greater use of community services, increased confidence and participation). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 348 895 FL 800 571

Guth, Gloria J. A.; Wrigley, Heide Spruck
Adult ESL Literacy Programs and Practices. A Report on a National Research Study. Technical Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 92
NOTE- 302p.; For related documents, see FL 800 569-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *English (Second Language); Females; Haitians; Immigrants; Instructional

affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Curriculum Development; Educational Objectives; Educational Planning; Educational Research; Higher Education; Instructional Design; *Instructional Development; *Models; Needs Assessment; Outcomes of Education
IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This guide is designed to help teachers and administrators in higher education who are responsible for developing courses and other instructional products to become more aware of current research and thinking on systematic instructional development. Taken together, the five modules of the guide present a model for planning instruction and offer a set of activities to explore how this process can be adapted to both the academic and corporate environments. Each module of the guide focuses on a particular facet of systematic instructional development, and provides practical suggestions for addressing institutional requirements and learner needs in each step of the process. The basic phases of the process provide the overall structure for the guide. Where issues are considered controversial, opposing points of view have been included. In some modules articles have been included at the end to provide additional depth. The titles of the five modules are as follows: (1) "A systematic Approach to Instructional Development"; (2) "Assessing the Needs of Learners"; (3) "Formulating Objectives that Encourage Achievement"; (4) "Assessing the Outcomes of Instruction"; and (5) "Designing Activities that Facilitate Learning." An index and reference list of 76 resources are provided. (JB)

ED 348 913 HE 025 749

The California State University Faculty Recruitment Workshop (Los Angeles, CA, April 24-25, 1989). Report.
PUB DATE- Jun 89
NOTE- 30p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Employment Interviews; *Faculty Recruitment; Guides; Higher Education; *Personnel Selection; Program Development; Search Committees (Personnel); State Universities; Teacher Orientation; Teacher Recruitment; Teacher Selection; Workshops
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report presents issues and highlights from a California State University (CSU) workshop that had the following goals: (1) to present effective recruitment strategies and programs, including those for minorities, women, and the disabled, which have been employed on a CSU campus and which could be of benefit to others; and (2) to model faculty recruitment workshops which could be adapted for use on campuses. Topics

Theory of Intelligence (Sternberg)

This paper describes a teacher preparation instructional unit on the "Structure of Knowledge" that was designed to help students learn to think like Jerome Bruner and David Ausubel rather than merely acquire knowledge about them, while simultaneously improving students' thinking skills. The unit used Sternberg's triarchic theory to identify thinking skills and to plan instructional activities intended to help students think more intelligently about their academic work. The goals of the instructional unit were for students to: (1) use their knowledge about Bruner and Ausubel; (2) gain experience in assessing and preparing instructional materials; and (3) improve their intellectual skills within the contexts of both learning and teaching. The unit was tested with 23 college students enrolled in "Human Learning and Instruction" in which all students were required to keep a journal about out-of-class teaching episodes in which they connect course concepts with their own teaching experience. There were three primary learning activities in the unit: representation preference essays; handout analysis; and handout design. Unit evaluation data showed that students found all three instructional activities worthwhile and that the unit succeeded in helping students think like the theorists. The appendix includes background information on Bruner's and Ausubel's theories and Sternberg's triarchic theory of intelligence, a lesson plan, and handouts. (GLR)

ED 348 931 HE 025 768

Jarvis, Peter
Paradoxes of Learning: On Becoming an Individual in Society.
PUB DATE- 92
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Cognitive Development; Cognitive Processes; Continuing Education; Cultural Influences; Higher Education; *Individual Development; Individualism; *Learning Experience; Learning Theories; *Lifelong Learning; *Social Experience; *Social Influences; Sociocultural Patterns

This book explores how learning is the lifetime quest to understand personal identity, purpose, and meaning while conforming and adapting to the perceived and real confines of a paradoxical society. It examines the complex social experience of learning, revealing how culture, gender, race, and other societal factors shape and mold an individual's identity and ability to function in relationships which are the basis of all learning. Part 1 outlines the social context within which learning occurs. Chapters examine the process of becoming a self in society, showing how both mind and self are socially learned phenomena; develops theories of learning and action and points up the complex relationship between them; and outlines some of the contradictions of individual and social interest. Part 2 examines certain of the paradoxes in more detail, taking up themes central to the history of human thought. Chapters treat the topics of personhood; authenticity, freedom, and free will; being and having; meaning and truth; aging and changing; the political aspect of learning; and the ramifications of the preceding discussion for teaching and education. Contains approximately 200 references and an index. (GLR)

ED 348 932 HE 025 844

included. (NLA)

ED 348 473 CE 060 554

Project Real World: Economic Living Skills for High School Students. Module V, Citizen Participation in Canada's Market-Based Society.
PUB DATE- 91
NOTE- 125p.; For related modules, see CE 060 550-553.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; Citizenship Responsibility; *Consumer Economics; *Consumer Education; *Consumer Protection; *Consumer Science; Daily Living Skills; Deception; Decision Making; Economics Education; Entrepreneurship; Environmental Influences; Foreign Countries; High Schools; Home Economics; Marketing; Merchandise Information; Purchasing; Safety; Student Responsibility; Transparencies
IDENTIFIERS- *Canada

Project Real World, a self-contained, activity-based Canadian consumer science program, provides students with systematic instruction in economic living skills. It gives students in grades 10-12 an orientation to the economic realities and opportunities in society. The program helps students understand the marketplace; manage resources; apply values, responsibilities, and considerations; act responsibly as consumer-citizens; participate in economic/government systems; and recognize entrepreneurship career opportunities. This module, the last in a series of five, contains three sections: (1) consumer rights and responsibility--safety, informed buying, making choices, speaking out, complaining, competent and ethical consumers, and the environment; (2) consumer protection; and (3) making onself heard, the consumer citizen--assertiveness, representation, and organization. Each section may contain an introduction, purpose, scope, "for the teacher," related content, choices and challenges, and activities. Many activities are community oriented. Decision making, resource management, and citizen participation are emphasized. The activities in the core program are identified in the table of contents. Sections and individual activities can be used as supplements to business education, home economics, law, economics, social studies, or mathematics topics. Transparency masters and two appendices containing a list of resource organizations and tips for working in small groups are included. (NLA)

ED 348 474 CE 061 333

Martin, Beverly A.
Where Are the Fathers in Family Literacy? Final Report. Project #98-1032.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 31 Aug 91
NOTE- 29p.; For a related sourcebook, see CE 061 334.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Curriculum Development;

and the related research supporting its validity. A literature review discusses two general approaches for determining occupation-related math requirements: occupational analysis of job or training requirements, and standardized testing. The review then describes three basic forms of occupational analysis (the chosen approach): analyses of specific occupations to yield math skills requirements, analyses of occupational math skills based on training program requirements, and identification of generic skills required across occupations. A description of the development process used to create OMRA follows. A final pilot test is discussed that tested OMRA with a technical occupation requiring a larger amount of math and another less technical occupation requiring less math. Appendixes include a list of 35 references and 4 sample math competency lists. (YLB)

ED 348 493 CE 061 701

Kallembach, Sheri, Comp.; And Others
Students with Limited English Proficiency: Selected Resources for Vocational Preparation. Volume 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 131p.; For volume 1, see ED 324 414.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; Bilingual Education; *Educational Resources; *English (Second Language); *Limited English Speaking; *Literacy Education; Postsecondary Education; Resource Materials; Secondary Education; Second Language Learning; *Special Needs Students

This volume of resource listings is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others in locating resources for developing or improving programs and services for youth and adults with limited English proficiency. Materials listed in this guide include 85 publications; 21 newsletters; 2 journals; 22 agencies, associations, and organizations; 18 centers for educational information and services; 9 clearinghouses; 3 computer-based information networks; and 7 databases. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and model programs and practices are also included. For each entry, an annotation, the price, ordering information, and address are provided. Listings are indexed by title and by author. (KC)

ED 348 494 CE 061 704

Freeman, Frank H., Ed.; King, Sara N., Ed.
Leadership Education 1992-1993. A Source Book for Those Planning Programs and Teaching Courses in Leadership.
PUB DATE- 92
NOTE- 645p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference

Patterns; Foreign Countries; *Job Training; *Outcomes of Education; Postsecondary Education; Secondary Education; Unemployment; Unskilled Occupations; *Vocational Education; *Youth Employment
IDENTIFIERS- *England; England (Liverpool); England (Swindon); *Germany; Germany (Bremen); Germany (Paderborn)

A research project studied 4 selected matched samples of 160 youths each, aged 16-19 years, from 2 towns in England and 2 in Germany in order to compare the youths' experience of job training and the school-to-work transition. Two expanding towns--Swindon, England, and Paderborn, Germany--were paired, as were Liverpool and Bremen. Whereas Liverpool and Bremen had been experiencing unemployment and economic decline, Swindon and Paderborn had expanding economies. Four career trajectories were constructed for the youths across both countries. The trajectories predicted youths in the following categories: (1) in the academic mainstream leading toward higher education; (2) in training and education leading to skilled employment; (3) in other forms of education and training leading to semiskilled employment; or (4) in unskilled jobs or remedial training schemes or unemployed. Qualitative and quantitative analysis of employment experiences and outcomes of young people in the four towns coupled with local area information enabled contextualized analyses to be given of different types of transition. Some of the findings of the study were that German youths were most likely to be still in school or in job training, since their system had much more stringent requirements for entry-level jobs than did the British system. The study also found that across the four trajectories, British youths were more optimistic than German youths about their prospects for employment and future opportunities, perhaps because their less-structured training made them more self-reliant and less dependent on the continuation of the occupations for which they had trained. (14 references) (KC)

ED 348 513 CE 061 733

Farr, Charlotte Webb; Collins, Norma Decker
The Relationship between Learning Styles and Differential Performance on Verbal Learning Tasks by Adult Students.
PUB DATE- Apr 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Cognitive Processes; Cognitive Psychology; *Cognitive Style; College Students; Educational Research; Graduate Students; Higher Education; *Verbal Development; *Vocabulary Development

The mechanisms by which adults acquire vocabulary and the relationship between adults' ability to acquire vocabulary and their method of processing information were the subjects of this study. Theoretical bases of the study were ideas from cognitive psychology, particularly the work of Sternberg. Subjects were preservice education majors and inservice teachers enrolled as graduate students in education at a medium-sized college in the rural west. The study correlated performance on three measures: Schmeck's Learning Styles Inventory, the Farr Assessment of Vocabulary Acquisition, and a vocabulary test used to predict performance on the Graduate Record Exam. The 135 subjects in 7 classes were grouped according to type of class. Three data analyses were conducted: Group 1, secondary English majors; Group 2, elementary

Work Force: A Comparative Case Study.
PUB DATE- Oct 91
NOTE- 23p.; A paper based on this document was presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 1991). For a related document, see CE 061 755.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Students; Blacks; *Communication Skills; Computer Science Education; Displaced Homemakers; *Educational Attitudes; English (Second Language); *Females; Literacy Education; Low Income; One Parent Family; Postsecondary Education; Reentry Workers; *Student Attitudes; *Welfare Recipients; Womens Education
IDENTIFIERS- African Americans; PROBE Program

Four African-American women, participants in PROBE (Potential Reentry Opportunities in Business and Education), a program to prepare low-income women in Pennsylvania for jobs through computer and communications skills training, were interviewed about their attitudes toward learning. The four were single-parent welfare recipients in their late 20s or early 30s. The women expressed frustration about their early learning experiences. They said they had experienced racial prejudice and lack of motivation from teachers. They also wished they had listened sooner to others about the importance of education. Several of the women were now motivated to continue their education in order to set an example for their children. They hoped to learn how to use computers as a method of obtaining a good-paying job. They were surprised, however, at the necessity of studying communications skills, although they appreciated them. They disliked the reading component of the program. Evaluation of the program resulted in recommendations for increasing the self-paced method of studying and in continuing individual contact with participants to improve their sense of self-esteem and motivate them to complete the program. (KC)

ED 348 533 CE 061 755

Baird, Irene C.; Towns, Kathryn
Preparing Low Income Women for Today's Workplace: A Case Study on the Evolution of a Communications Model within a Job Training Program.
PUB DATE- 91
NOTE- 11p.; For a related document, see CE 061 754.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Communication Skills; *Computer Science Education; Displaced Homemakers; English (Second Language); Females; *Literacy Education; Low Income; *One Parent Family; Postsecondary Education; Reentry Workers; *Welfare Recipients; *Womens Education
IDENTIFIERS- *PROBE Program

PROBE (Potential Reentry Opportunities in Business and Education), a program conducted in Harrisburg and Lebanon, Pennsylvania, incorporated technological training with effective communication skills preparation for single female welfare parents. Goals of the program were to provide 20 single-parent welfare women with marketable computer and communication skills to enable them to gain entry-level positions paying at least $6.50 per hour and to provide employers with productive, competent employees. Funding was provided by a variety of state provisions, service delivery system, additional state responsibility, program requirements for service delivery areas, and federal and fiscal administrative provisions; (2) training services for the disadvantaged; (3) employment and training assistance for dislocated workers; (4) federally administered programs; (5) Jobs for Employable Dependent Individuals Incentive Bonus Program; (6) state human resource investment council; and (7) miscellaneous provisions. (NLA)

ED 348 552 CE 061 799

Crawford, Clarence C.
The Job Training Partnership Act. Abuse of On-the-Job Training and Other Contracting Is an Ongoing Problem. Testimony before the Subcommittee on Employment and Housing, Committee on Government Operations, House of Representatives.
PUB DATE- 30 Jul 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Contracts; *Economically Disadvantaged; Employment Programs; *On the Job Training; Problems; *Program Administration; Program Improvement; State Agencies
IDENTIFIERS- *Job Training Partnership Act 1982; Service Delivery Areas

This document contains a summary of the statement of Clarence C. Crawford, Associate Director, Education and Employment Issues, Human Resources Division of the U.S. General Accounting Office. The Job Training Partnership Act (JTPA) provides on-the-job training (OJT). Under OJT arrangements, employers provide training in a particular occupation for a specified length of time. However, a number of problems have been identified. Local service delivery areas (SDAs) are wasting JTPA funds by developing questionable OJT contracts. Many OJT contracts for lower skill occupations are for excessive periods of time. This abuse of OJT has been addressed by JTPA amendments. Both the U.S. House of Representatives and the U.S. Senate have passed bills that address questionable OJT practices. Both bills limit the length of time OJT can be provided for a particular occupation and suggest that recognized reference materials and the participant's work experience be considered in determining the length of training. Program management problems also exist. Improper spending of JTPA funds on program administration leaves the program vulnerable to waste, abuse, and mismanagement. Finally, there is a lack of federal and state oversight. State agencies, which have primary responsibility for overseeing JTPA implementation, often failed to detect excessive or questionable OJT contracts as well as other inadequate procurement practices. The U.S. Department of Labor needs to continue monitoring program implementation. (NLA)

ED 348 553 CE 061 800

Cooperative Education: A Guide for Maine Cooperative Education Programs.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Cooperative Education; Cooperative Programs; Employment Potential; Guides; High

Washington, DC.
PUB DATE- Aug 92
NOTE- 70p.; For related documents, see ED 336 513, ED 344 065, and ED 346 251.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Legislation; *Educational Planning; Educational Policy; Educational Research; *Evaluation Utilization; Literature Reviews; Models; Policy Formation; Postsecondary Education; *Program Evaluation; Public Policy; Secondary Education; *Vocational Education

Legislation has largely treated planning and evaluation in vocational education separately. There has been a history of increasing requirements in planning and evaluation and of diffusing responsibility. In addition, existing policy regarding vocational education's dominant mission shows a general lack of clarity. Such factors inhibit the linking of planning and evaluation. The planning literature shows that vocational educators have tended to emphasize certain approaches to and uses of planning. Although planning theorists have developed multiple approaches that might address many of the contemporary problems facing vocational education, these approaches have had very limited use. A conclusion is that alternatives to the dominant "rational-comprehensive" approach to planning can facilitate the useful linking of planning and evaluation. The evaluation literature reveals a gradual evolution of the scope and methodology of evaluation in response to political and organizational contexts. The theme of evaluation utilization emerges as critical to the linking process. A hypothesis is that the primary benefit of using evaluation will be realized through its capacity to institutionalize organizational learning. These multiple streams of literature can be brought together in a proposal for a new metaphor for linking in which planning and evaluation are seen as mutually inclusive rather than exclusive. (Contains 102 references.) (YLB)

ED 348 573 CE 061 832

Hoops, John; And Others
A Partnership Approach to Industrial Technology Education.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- Aug 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Competency Based Education; Corporate Support; Educational Needs; Employee Attitudes; Employer Attitudes; High Schools; *Industry; Job Skills; Job Training; Labor Force Development; Manufacturing Industry; Needs Assessment; Program Design; *Program Development; Program Effectiveness; Program Implementation; Regional Schools; School Business Relationship; *Technology; Vocational Schools
IDENTIFIERS- *Partnerships in Education; Procter and Gamble; South Shore Regional Voc Tech High School MA

This report summarizes and assesses the planning and first-year implementation of the Industrial Technology Program created through a partnership between South Shore Vocational Technical High School (SSVT) in Hanover, Massachusetts, and Procter & Gamble (P&G). It is a guide for the development of effective

Alcohol, perhaps more than any other factor, symbolizes the degree of cultural disintegration experienced by American Indians today. It has been recognized as a symptom of the numerous cultural adjustments forced upon American Indians since white contact. Indeed, alcohol among Indian groups was prohibited for a far longer period than the nationwide "Prohibition" experience. The General Indian Intercourse Act prohibited alcohol sale and use among American Indian groups from 1834 to 1953. Alcohol abuse is associated with the leading causes of death among American Indians: accidents, suicides, and homicides. It also aggravates diabetes, hypertension, and cirrhosis. Alcohol is recognized as a symptom of the numerous cultural adjustments forced upon American Indians since white contact. The "culture of poverty"/"cultural-image marginality"/"alcohol escapism" symbiosis accounts for the high Fetal Alcohol Syndrome (FAS)/ Post Traumatic Stress Disorder (PTSD) rate among American Indians and the perpetuation of this phenomenon. An investigation has shown that the more confused the cultural identity of the Indian group the greater the probability of FAS/PTSD. Indeed, Indian Health Service data indicates that the Plains Indians have the highest FAS rate of any ethnic group in the world. (The example of the Santee Sioux is recounted as it relates to the PTSD/addictive birth/PTSD cycle of abuse.) (ABL)

ED 348 591 CG 024 409

Stitt, Beverly; Stitt, Tom
Human Relations Skills: Activity To Increase Life and Career Successes for Women.
PUB DATE- 90
NOTE- 65p.; Prepared for Edwards-Wabash-Wayne-White Regional Vocational Delivery System.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Careers; *Females; *Human Relations; *Human Relations Programs; *Interpersonal Competence; Self Concept; *Self Esteem

This guide presents activities to increase human relations skills for women. Each activity includes sections on the goal, group size, materials required, time required, objective, procedures and directions, discussion questions and key points, and evaluation. Activities are: (1) self-esteem, including sections on interaction, insights, and self-worth; (2) growth motivation, including sections on perception and self-concept; (3) assertion, including sections on perception and behavior styles; (4) interpersonal comfort, focusing on perceptions; (5) empathy, focusing on listening; (6) drive strength, focusing on goal setting; (7) decision making, focusing on problem solving; (8) time management, focusing on daily priorities; (9) sales orientation, focusing on creativity; (10) commitment ethic, including sections on priorities and friends; (11) stress management, including sections on daily stress and peer pressure; and (12) employment, including sections on the resume and interview. (ABL)

ED 348 592 CG 024 410

Stitt, Beverly; Stitt, Tom
Recruitment Strategies for Women in Nontraditional Careers.

system. Participants were aged 18 or older. The participants used MESHIV in one out of eight locations in Israel. Compromise was defined as the readiness to accept a range of levels instead of only the optimal level and as being indifferent with respect to certain complex aspects of regarding them "essential," "desirable," "indifferent," "undesirable," or "unacceptable." The findings revealed only a relatively few, small, yet interpretable differences between men and women in the readiness to accept career compromises. These differences in the readiness to compromise reflect differences in preferences. Specifically, gender differences were observed in complex aspects where one of the groups expressed a tendency for "unacceptable" (e.g., men were not willing to accept "providing mental help", whereas women expressed "unacceptable" for "using technical skills"), whereas the other group a tendency for "desirable" or "undesirable" in those same aspects. A tendency to report "desirable" or "undesirable" in one group (e.g., "teaching" for women) and "indifferent" in the other group (e.g., "teaching" for men) was also observed. (ABL)

ED 348 610   CG 024 428

Gati, Itamar
Computer-Assisted Career Counseling: Inherent Contradictions, Problems, and Prospects.
PUB DATE- Jul 92
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Guidance; Counseling Effectiveness; Foreign Countries
IDENTIFIERS- *Computer Assisted Career Guidance; Israel

Computer-assisted career guidance systems (CACGS) are one of the tools used by career counselors to facilitate the career decision making process of deliberating counselees. These systems are characterized by some inherent contradictions and face problems which must be solved or circumvented in order to increase their usefulness. Considering the apparent advantages CACGs one may ask why they are not used even more widely. A possible answer to this question is that many systems face difficulties which may impair their potential benefits. These difficulties can be attributed to some inherent contradictions which characterize CACGs. Relevant issues include problems concerning the occupational database; the complexity of the career decision making process; the effectiveness of the dialogue; and the context in which the CACGs is embedded. Acknowledging the existence of these contradictions and understanding the inherent problems in them is a necessary step in overcoming, circumventing, or at least minimizing them. In fact, many of the problems characterizing CACGs are also inherent in traditional face-to-face career counseling. Career counselors, as well as future practitioners who are presently students, must become aware of these problems in order to better utilize the potential of CACGs. (ABL)

ED 348 611   CG 024 429

Portes, Pedro R.; And Others
Family Functions and Children's Post-Divorce Adjustment.
PUB DATE- 91

DESCRIPTORS- *Basic Skills; *Counselor Role; *Counselor Training; Elementary Secondary Education; *School Counseling; *School Counselors; Vocational Education

This document presents lessons involving basic skills and the school counselor. The first lesson focuses on tenets and issues of integration of academic and vocational education. The second lesson focuses on helping school counselors understand different integration models, including their purposes, sources of support, and expected outcomes. The premise of the third lesson is that school counselors need to clarify their role in helping students plan their coursework in a way that ensures their acquisition of the contemporary competencies now collectively referred to as "basic skills." The fourth lesson helps learners investigate why counselors must argue for applied forms of learning which integrate the best of academic and vocational instructional methods. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for learners studying this content in an individualized program. (ABL)

ED 348 630 CG 024 448

Feller, Richard W.; Daly, Joseph L.
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 4: Planning for Succcess in Tomorrow's Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 61p.; For other documents in this series, see CG 024 444-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Counselor Role; *Counselor Training; Elementary Secondary Education; *Labor Market; *School Counseling; *School Counselors; Trend Analysis

This document presents lessons on the counselor's role in helping students plan for success in tomorrow's workplace. The first lesson is designed to help school counselors gather information from a wide range of resources and summarizes the ways in which the workplace is changing. The second lesson focuses on identifying the skills needed to succeed in the changing workplace. The third lesson focuses on labor market projections, helping school counselors to become critical consumers of labor market information and to understand assumptions and factors driving projections. The fourth lesson encourages school counselors to increase their knowledge of the relationship between workers' basic skills and America's competitiveness in the international marketplace. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

ED 348 631 CG 024 449

Feller, Richard W.; Daly, Joseph L.

up at the meeting with a brief review of the extant research literature on whole language organized around three major issues: a justification, documentation, and balance. A number of questions are then provided concerning development and change as they pertain to whole language. One table of data is included; 38 references, the focus questions, and six papers from the network are attached. (RS)

ED 348 650 CS 010 997

Lopez, Pamela
Metacognitive Strategies for Teaching Reading to Elementary Students.
PUB DATE- 6 Jul 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Metacognition; *Reading Comprehension; *Reading Instruction; Reading Research; Reading Strategies; Theory Practice Relationship
IDENTIFIERS- Self Monitoring

This literature review examines studies in the field of metacognition and reading comprehension on the elementary level. It discusses sources in the areas of metacognitive theory, field experimentation, and specific learning and teaching strategies which have emerged from experimentation. The 25 sources are taken from published journals and ERIC documents. Metacognitive theory hypothesizes that reading comprehension is enhanced by the use of metacognitive strategies. Field experiments of this hypothesis show conflicting results. The controversy has not been resolved, but specific strategies (including activating prior knowledge, self-questioning, and teacher modeling) have been developed on the basis of positive experimental results. (Author/SR)

ED 348 651 CS 010 999

Reap around the State: "Best of Reap" Activities.
PUB DATE- Mar 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Class Activities; Elementary Secondary Education; Handicrafts; Parent Participation; Reading; *Reading Games; School Community Programs
IDENTIFIERS- *Indiana; Reading Contests; *Reading Motivation

This booklet presents selected activities from elementary, middle, junior high, and senior high schools In Indiana, intended to encourage students to read. It offers ideas for 11 community activities (including guest readers, nursing home reading, and a young author celebration), 14 continuous activities (such as the great book graffiti wall and birthday books), 8 craft activities (including a T-shirt design contest and dodecahedrons as book reports), 8 parent activities (such as a book bash auction and family night), 8 sister school activities (including a secret pal bookmark exchange and exchange readers), and 7 special activities (such as tag team reading and a junior high favorite book tree). Each entry names the school where the idea originated and the site coordinators, Collaborative Planning in Context" (J. Norris and others); and "April 14, 1992: Bridges between High School and the Workplace" (E. Long). (SR)

ED 348 671 CS 213 463

Barnett, Claudia
Collaborative Ghost Writing.
PUB DATE- 1 May 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Reader Response; *Reader Text Relationship; *Reading Processes; Undergraduate Students; *Writing Assignments; *Writing Instruction
IDENTIFIERS- *Collaborative Writing; *Ghostwriting; Narrative Text

An exercise in ghostwriting--a process where the reader completes a section of the text in the reader's head based on clues in the text--was used in freshman composition and upper-level composition classes to get students to concentrate on their reading processes. In this assignment, a short story was chosen from which different portions of the text were deleted. Each group received a copy of Raymond Carver's "The Bath" minus one full section, and were instructed to write a ghost chapter that would restore the short story to a coherent whole. Later, the new sections were pasted together. The task of physically writing the ghost chapter forced the students to read slowly and carefully, to notice which techniques were being used, and to wonder why. When the students met to write their ghost chapters, their discussions were heated and intense. Often they had trouble relating to Carver's characters, his tone, and the plot. In addition, students had a hard time with the ambiguous ending, and often tried to resolve it in their discussions and writing. The ghost chapter assignment provided an exaggeration of an everyday scenario, and taught the students that the role of the reader is actually that of a second writer; the first writer gives the artifacts that constitute the text, the second interprets those artifacts, filling in the missing pieces. They learned that if they read thoughtlessly, they failed to engage with or complete the text, therefore that text remained unfinished. (PRA)

ED 348 672 CS 213 464

Mead, Dana Gulling
Autobiography and the Exploratory Essay.
PUB DATE- Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; *Essays; Higher Education; Personal Narratives; *Writing Assignments; *Writing Instruction; Writing Processes
IDENTIFIERS- Elizabethtown College PA; *Exploratory Writing; Writing Contexts

An autobiography class at Elizabethtown College (Pennsylvania) program centered on the computer and located in a dedicated, networked classroom. A new Dean of the College was computer literate and enthusiastic and ready to put discretionary funds into the program. However, educating other communities in the university about the program was difficult and their interference in the form of lack of understanding, lack of cooperation, and general distrust of the new ECL community was maddening. Despite this, the project, with the Dean's approval, has gone forward. A computer room was found which, while not ideal, is functional and (most important) is under the department's control. A consultant was engaged whose usefulness lay in acquiring prices for the workstations and installing the network software, not in choosing applications software and pedagogical approaches. Many quick lessons were learned about the functioning of such a computer room. Hardware and software problems also occurred. After the first week, the students and faculty reacted enthusiastically to the computer writing classroom. Concerns for the future include: mundane repair and replacement, administration, expansion, extrapolation, and spreading the word to the rest of the university. (RS)

ED 348 691 CS 213 497

LaPointe, Linda
Connections through Inclusion (Multicultural Writing Community of the Two Year College).
PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Cooperative Learning; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Group Activities; Higher Education; *Multicultural Education; *Two Year Colleges; Two Year College Students; Undergraduate Students; *Writing Instruction
IDENTIFIERS- Discourse Communities

Education, like experience in general, is not static but evolutionary. The writing classroom of the two-year college must and does function as a multicultural environment which replaces the traditional melting pot metaphor with images of mosaic and tapestry. Today, over 50% of college freshmen are enrolled in two-year colleges, and these include students who are diverse in economic backgrounds, religions, races, and writing abilities. Thus, a sense of the world community has influenced the environments of composition classrooms. Primarily, it is vital that diversity and multiculturalism remain key aspects of the move toward such a community. In diverse classrooms, groups and assignments can be organized to include as many perspectives as possible. Reading aloud to the students can foster interesting discussions. Portfolio assessment can also provide momentum for student revision. Computer networking in composition courses also has proven useful. In short, the multicultural writing classroom can produce the necessary connections for all students, and multicultural writing communities strengthen the student writer and reader. (HB)

ED 348 692 CS 213 498

Deneire, Marc

(41 references) (LMI)

ED 348 711 EA 024 125

Newmann, Fred M.; Clune, William H.
When School Restructuring Meets Systemic Curriculum Reform. Brief to Policymakers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; *Curriculum Guides; *Educational Change; Elementary Secondary Education; *School Restructuring

The relationship between two educational improvement initiatives--school restructuring and systemic curriculum reform--is examined in this bulletin. School restructuring tends to focus on process in schools and curriculum reform concentrates more directly on content and curriculum across a range of schools. The main features, their promises and limitations, of each initiative are discussed. A conclusion is that systemic curriculum reform can offer restructured schools a high quality curriculum, while school restructuring provides a process for building the teaching/learning environment capable of supporting such a curriculum in diverse school communities. Policy makers must reach a consensus about educational content and the delivery of resources necessary for substantial change. Equity is also a concern for both policy and practice because of the promise and perils of high standards for an increasingly diverse student population. (6 endnotes) (LMI)

ED 348 712 EA 024 150

Eubanks, Eugene; Parish, Ralph
Effective Schools, Tinkering and School Cultures: Maintaining Schools That Sort by Race, Class, and Gender.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Discrimination; Educational Quality; *Effective Schools Research; Elementary Secondary Education; *Organizational Change; *Organizational Climate; Outcomes of Education; Program Implementation; Racial Discrimination; *School Effectiveness; Sex Bias; Socioeconomic Status

The relationship between effective schools research and the cultural aspect of school organizations are examined in this paper. The first part discusses how effective schools projects are designed and implemented as opposed to what is actually practiced. Differences between "tinkering" with existing structures, a strategy to maintain the status quo, and making substantive changes are discussed in the second part. The third part examines the influence of sociocultural conditions that produce different educational experiences based on race, class, and gender on program implementation. If reformed schools are to develop, two major considerations must be addressed--

Findings of a paper that compared three analytic models for classifying public schools are presented in this paper. The first model is the traditional additive multiple linear regression model that assumes the use of a compensatory policy in assigning weights to school attributes. The second is an adaptation of Coomb's (1964) conjunctive model proposed by Einhorn (1970), and the third is an adaptation of Coomb's disjunctive model, also formulated by Einhorn (1970). Data were collected through a "policy capturing" procedure, in which 28 educational leaders in a southeastern state reviewed a series of hypothetical school profiles of 80 elementary and 80 secondary schools and classified them as nonstandard (deficient), standard (acceptable), or exemplary (normatively outstanding). An index of intrajudge consistency was developed to compare the three models of school classification. Multiple regression analysis was used to examine statistical differences. Findings indicate that the distributions of intrajudge consistency indices were largely overlapping. However, the conjunctive model for aggregating school scores was superior in that it clearly differentiated individual school characteristics and provided a more accurate overall picture of school quality. Five tables and three figures are included. (Contains 62 references.) (LMI)

ED 348 733 EA 024 181

Hayward, Becky Jon
Dropout Prevention Demonstration Projects: Factors That Affect Implementation and Effectiveness.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; Dropouts; *Federal Programs; High Risk Students; High School Equivalency Programs; *Potential Dropouts; Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation; Secondary Education

Comprehensive evaluations of two dropout prevention/reentry demonstration programs, sponsored by the Department of Education, one funded under the School Dropout Demonstration Assistance Program (SDDAP) and one funded under the Cooperative Demonstration Program (CDP), are provided in this paper. Both programs were designed to demonstrate effective strategies to encourage at-risk students to complete school or to reenter a high school equivalency program. Evaluation goals were to identify the extent of implementation success and implementation factors for success. The first part of the paper offers a brief descriptive profile of 25 programs, 15 SDDAP and 10 CDP. The evaluation design, which obtained data through document analysis, interviews, observation, and focus groups is described next. Findings indicate that program implementation can be enhanced by the following strategies: expanding existing programs rather than initiating new ones; correlating appropriate resource allocation with the particular implementation model; considering the local environment; and including a planning period in the implementation timeline. Two figures are included. (LMI)

ED 348 734 EA 024 182

Thomas, Anne Hill
Homework: How Effective? How Much To Assign? The Need for Clear Policies.
PUB DATE- Sep 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Assignments; Elementary Secondary Education; *Home Study; *Homework; *Policy Formation; *State Standards; Time on Task
IDENTIFIERS- *Oregon

The relevance of homework in today's schools is explored in this bulletin. Following the introduction, chapter 1 examines the effect of homework on academic achievement and concludes that there is a lack of agreement on the benefits of homework and on the amount of time students should spend on it. Chapter 2 describes homework practices in some Oregon schools. In a survey of eight elementary, middle, and high school teachers in several districts, all expressed the belief that homework assignments help student achievement. Innovations in homework assistance implemented by two districts--Duvall County Public Schools in Jacksonville, Florida, and in Mineola, New York--are described in the third chapter. Chapter 4 offers recommendations for establishing an effective policy and for defining the roles of the school board, administrators, teachers, parents, and students. A conclusion is that although controversy continues about the impact of homework on academic achievement, the belief in its effectiveness will remain a trend in educational thinking. A successful policy requires coordination, community awareness, and commitment. Sample homework policies and guidelines are contained in the appendix. (Contains 23 references.) (LMI)

ED 348 755 EA 024 223

What Teachers Have To Say about Creating Innovations in Education. Proceedings from the Sharing Success Forum (Orlando, Florida, May 12, 1992).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 May 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Change; *Educational Innovation; Educational Planning; Elementary Secondary Education; *Program Effectiveness; Program Implementation; *School Restructuring

Proceedings of a conference designed to provide a group of teachers, administrators and university professors with an opportunity to share information on initiating and sustaining innovative programs in education are summarized in this paper. The participants represented 21 exemplary programs in mathematics, science, and/or computer education as identified by the SouthEastern Regional Vision for Education (SERVE). Four sections discuss the following four topics: reasons for innovation; the characteristics of a good innovator; factors that make for program success; and components recommended for expanding or transferring innovative programs. The final six National Education Goals established in 1989 by the Administration and the nation's governors), communities in all 50 states are actively developing plans and programs. This directory is meant to be a way of sharing information about successful and promising work going on in communities and classrooms across the country. The directory is organized around the National Education Goals; most chapters focus on a key education topic, including early childhood education, dropout prevention, adult literacy, vocational training, and reducing drug abuse. In addition, there are chapters devoted to specific subjects (English--reading, literature and writing; mathematics; science; history; geography; foreign languages). Each chapter generally provides: (1) a brief 4-6 page description of current thinking in a given topic area; (2) a 2-5 page annotated bibliography of some key books, reports, or articles on that topic; (3) examples of promising projects--98 in all--(including name, purpose, brief description, why project is promising, costs, evaluation, and contact information); (4) sources of further information (including name and address of organizations, contact person and a brief description of the organization). (CRW)

ED 348 776 EC 301 290

Adaptation Scolaire: Bibliographie annotee (Scholastic Adaptation: Annotated Bibliography).
PUB DATE- Oct 91
NOTE- 78p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Problems; *Curriculum Guides; *Disabilities; Elementary Secondary Education; Foreign Countries; French; Gifted; *Instructional Materials; Learning Problems; Reading Instruction; *Resource Materials; Speech Instruction; *Teaching Guides; Visual Impairments; Writing Instruction
IDENTIFIERS- *Alberta

This annotated bibliography on resources concerning scholastic adaptation for students with exceptionalities was based on information collected by the Alberta Ministry of Education (Candada) from publishing houses and university presses. From the 350 submissions received, the 42 entries in this bibliography represent the materials chosen as the most appropriate. The material is intended for teachers, specialists, administrators, counselors and teacher educators as an aid in choosing resource materials. Entries provide bibliographic data, educational level, intended user (student or teacher), publication type, price, and an abstract or annotation. Entries are divided into the following categories: (1) Intervention Areas (visual impairments, learning difficulties, giftedness, enrichment, remedial instruction and oral communication, remedial instruction and writing, remedial instruction and reading, and behavior problems); (2) School Subjects (elementary French, secondary French, and mathematics); (3) Information (a miscellaneous category); and (4) a list of publishing houses and distributors. (KM)

ED 348 777 EC 301 397

Brodin, Jane; Magnusson, Magnus
Videotelephones and Mental Retardation. Survey of Results Achieved and Research in Progress. Report 92-1.
PUB DATE- Jun 92

centers, fiscal reforms, preventing deaths and promoting quality of life, responding, caring, and helping, legal advocacy, the surrogate decision-making committee program, and education and outreach. The section on "Looking Ahead" notes plans for a Children's Services Review, the Children's Medication Study, a study of discharge practices in psychiatric units of general hospitals, a review of familial abuse allegations of adults with developmental disabilities, a study on developmentally disabled parents, and a review of adult home deaths. Appendices show locations of programs and offices. (DB)

ED 348 795 EC 301 415

Brodin, Jane
Telecommunication for People with Mental Retardation: Requirements and Services. Technology, Communication, and Disability, Report No. 3.
PUB DATE- 92
NOTE- 26p.; For related document, see EC 301 416. This report is written in the start-up process of the European RACE (Research in Advanced Communications Technologies in Europe) 2033 project, TeleCommunity.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Definitions; Delivery Systems; Demonstration Programs; Foreign Countries; *Mental Retardation; Needs Assessment; Services; Technological Advancement; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Sweden; *Video Telephone

This report attempts to define the telecommunications requirements and support services needed by mentally retarded users in Sweden. It focuses on population, definitions, and classifications of mental retardation, and implications of mental retardation in daily living. Support services including medical care, habilitation, and education for people with mental retardation are also discussed. The importance of communication for people with mental retardation is emphasized and a plan to pilot the use of videotelephones for this population is presented. For this effort, client characteristics, benefits, equipment and network requirements, service classification, and service procedures and staffing are considered. (Contains 20 references.) (DB)

ED 348 796 EC 301 416

Brodin, Jane; Magnusson, Magnus
Still Picture Telephones for People with Aphasia and Mental Retardation. Technology, Communication, and Disability. Report No. 4.
PUB DATE- 92
NOTE- 26p.; For related document, see EC 301 415. This report is written in the start-up process of the European RACE (Research in Advanced Communications Technologies in Europe) 2033 project, TeleCommunity.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aphasia; Foreign Countries; *Mental Retardation; Technological Advancement; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Sweden; *Video Telephone

This report presents the results of two studies in the area of telecommunication for people with aphasia and mental

Serving Students with Special Health Care Needs.
PUB DATE- 92
NOTE- 273p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disease Control; Elementary Secondary Education; Financial Support; Health Services; Legal Responsibility; Models; *Policy Formation; Program Development; *School Health Services; School Policy; Self Evaluation (Groups); *Special Health Problems; *State Standards
IDENTIFIERS- *Connecticut

These guidelines were developed to assist Connecticut school personnel to strengthen collaborative efforts among families, educators, and health professionals to provide effective programs for students with special health care needs. The guidelines assist in identifying appropriate services and service providers and in planning the support services necessary to ensure the safety and well-being of all students during participation in school activities. They provide a framework for the development of appropriate policies and procedures, and are based on laws and regulations that apply to education, medicine, nursing, and other health disciplines. The guidelines begin with an overview of issues related to children with special health care needs in educational settings, followed by a consideration of a philosophy and conceptual framework, legal issues from an educational perspective and a clinical perspective, policy and procedure development, the decision-making process, personnel, the entry/re-entry process, program modifications, funding issues, infection control, a self-evaluation tool, and specialized health care activities. Appendices provide statements of standards and licensure requirements; sample forms; definitions; model policies; article reprints; and a list of governmental and nongovernmental resources, primarily in Connecticut. (Approximately 120 references) (JDD)

ED 348 816 EC 301 437

Medically Fragile Children: Report from State Committee on Medically Fragile Child Referent Group.
PUB DATE- Aug 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Audiovisual Aids; Definitions; *Delivery Systems; Elementary Secondary Education; Family Involvement; Incidence; Legal Responsibility; Needs Assessment; *Parent Participation; Resources; *School Health Services; School Nurses; *Special Health Problems; Staff Development; Teamwork; Training; Transportation
IDENTIFIERS- *Medically Fragile; Michigan

This report is the product of a committee charged to define "medically fragile," explore the array of educational services

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Credit (Finance); Delivery Systems; *Disabilities; Equipment; *Financial Support; Human Services; Models; Organizational Objectives; *Program Development; Program Implementation; Purchasing; Rehabilitation
IDENTIFIERS- *Loan Programs

This document is intended to encourage organizations that serve persons with disabilities to explore the potential for expanded credit opportunities for their constituencies, particularly credit financing for assistive aids and devices. The paper contends that there are significant numbers of persons with disabilities who could effectively handle financial responsibilities associated with purchasing needed equipment using credit, and that these persons should have opportunities to demonstrate their credit worthiness. The concept of establishing a revolving fund is introduced as a method of improving the availability and affordability of credit. This fund can be used either to provide equipment loans directly or to guarantee commercial loans. The report also captures many of the insights of organizations around the country that have pioneered implementation of the revolving fund concept. The report offers a step-by-step outline, from addressing financial needs, designing the service, and costing/pricing the service, to determining fund size, establishing the fund, and marketing the service. Appendixes contain a list of model programs and sample loan application forms. (JDD)

ED 348 836 EC 301 461

Mendelsohn, Steven
State Sales Tax and Assistive Technology: Securing Exemptions for Sensory, Communication, and Mobility Aids.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jan 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Disabilities; *Financial Support; Legislation; Mobility Aids; Sensory Aids; State Government; State Programs; *Taxes; *Technology
IDENTIFIERS- *Sales Taxes; *Tax Exemptions

This paper examines issues involved in identifying and securing sales tax exemptions to curtail the potential negative impact of state sales taxes on assistive technology. Chapter I discusses the nature of sales taxes, including their definition, their impact, their structure and administration, and the sources of exemptions. Chapter II considers the provisions states have made for eliminating sales tax on the purchase of assistive devices in certain disability groups, including vision, hearing, mobility, and communication. Chapter III evaluates other options for eliminating sales tax, such as federal preclusion, having rehabilitation engineering centers pass on their tax exemptions to disabled consumers of equipment, strengthening the secondary market, exempting custom software, exempting tax on assistive technology services, and using out-of-state sales. Chapter IV presents a state-by-state analysis of the status of assistive technology exemptions, interest in a variety of fields. Students keep a log of their activities and readings. Students have responded positively to the experience. While the program adds some responsibilities for the supervising teacher, it can also help reaffirm teacher commitment to foreign language mastery. (MSE)

ED 348 856 FL 020 476

Cyrus, Stanley A.; Legge, June M.
Afro-Hispanic Literature: Cultural and Literary Enrichment for the Foreign Language Classroom.
PUB DATE- 91
NOTE- 13p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black History; *Black Literature; *Cultural Awareness; Cultural Pluralism; Ethnic Groups; *Literary History; Literature Appreciation; Novels; Reading Materials; Second Language Instruction; *Second Languages; *Spanish; Spanish Literature; *World Literature
IDENTIFIERS- *Afro Hispanics

Millions of people of African descent in Spanish-speaking countries are commonly omitted from the cultural, literary, and linguistic content of Spanish classes. Afro-Spanish literature can be integrated into the Spanish curriculum from the first year. This literature is not easily defined, but does reflect and aid in understanding the black experience in Latin America. It has the important traits of: (1) romanticism, modernism, and negrism combined in a syncretic core; (2) advocacy and affirmation of the experience it reflects; (3) concern for fraternity transcending ethnic groups; (4) satirical tone; (5) emphasis on nature's beauty; (6) kinesthetic emphasis, as on dance; (7) romantic sentimentalism; and (8) rhythms, patterns, and other elements of African language. A chronological approach to the study of the literature enables the student to see developments over time as they affect black Latin Americans. The novel is a good source of outstanding Afro-Hispanic work; several are suggested. Incorporation of Afro-Hispanic literature into the Spanish curriculum can help provide both a more pluralistic outlook and better cultural understanding. A brief bibliography is included. (MSE)

ED 348 857 FL 020 477

Safty, Adel
Practical Second-Language Applications of the Theoretical Foundations of French Immersion in Canada.
PUB DATE- 91
NOTE- 19p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Communicative Competence (Languages); Cultural Awareness; Educational Environment; Elementary Secondary Education; Foreign Countries; *French;

DESCRIPTORS- Budgeting; *Computer Assisted Instruction; Computers; Course Organization; *Courseware; Educational Facilities; Educational History; *English (Second Language); Foreign Countries; Grammar; Higher Education; Instructional Materials; *Material Development; Program Descriptions; Program Development; Reading Instruction; Second Language Instruction; Student Attitudes; Vocabulary Development; Writing Instruction
IDENTIFIERS- *Doshisha University (Japan); Japan

Computer-assisted instruction (CAI) has been studied in Japan since about 1963. However, materials for computer-assisted English second language instruction at the college level are not highly developed. A 1985 experiment in CAI at one Japanese university used materials developed by faculty, staff, and students. Instruction using CAI at Doshisha University (Japan) began in 1986 with very limited facilities and time-sharing. Additional funding beginning in 1988 allowed development of facilities, training, and program development. The computer-based instruction (CBI) English grammar program opened in fall 1988 with a typing program and three classes. Commercial software was unavailable, but specialists were brought in to develop courseware. Currently, computers are used for instruction with words (not sounds or visuals), class administration, and individual assistance to students. The classes are gaining in popularity. English courses using CBI include, grammar, reading, writing, listening, and conversation. Students are offered an orientation to the computers. Teachers are trained and provided with instructor manuals. The system works with the Hitachi 2020 computer, which is not networked. The main program types used currently include typing, multiple-choice response, and write-in response. Four major computer-managed instruction programs have also been developed. Review of the materials and methods indicate strengths, potential, and areas for improvement. (MSE)

ED 348 877 FL 020 595

Schleppegrell, Mary; Oxford, Rebecca
Language Learning Strategies for Peace Corps Volunteers.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Efficiency; Federal Government; *Independent Study; *Languages for Special Purposes; *Learning Strategies; Memory; Public Agencies; Second Language Learning; *Second Languages; *Study Skills; *Volunteer Training
IDENTIFIERS- *Peace Corps

The handbook, designed for Peace Corps volunteers but adaptable for other adult learners, offers ideas about how to improve one's own language learning through effective learning strategies. The handbook intended as a reference, not a text, for when the learner becomes discouraged with his rate of progress, is progressing well but looking for new and more effective techniques, or simply wants to increase enjoyment. The first chapter answers some of the most common questions about learning foreign languages, presents some basic principles of language learning, and introduces the language learning strategies discussed in greater detail later. The second chapter outlines basic strategies used by successful language learners to manage their learning, such as

Materials; Laotians; Limited English Speaking; *Literacy Education; Manufacturing; Program Descriptions; Refugees; *Second Language Learning; Two Year Colleges; Unions
IDENTIFIERS- *Community Based Organizations; El Paso Community College TX; Seattle Community College WA; Tech Prep

The background and major activities of a 2-year study on adult English-as-a-Second-Language (ESL) programs and practices are reported. Descriptions are provided of the nomination process for programs that teach literacy to adults not fully proficient in English, and the study site selection and case studies of nine programs are described. The programs include the following: Haitian Multi-Service Center (Dorchester, Massachusetts); Refugee Women's Alliance (Seattle, Washington); Literacy Education Action, El Paso Community College, Texas; Literacy/ESL Program, International Institute of Rhode Island; UAW (United Auto Workers)/Chrysler Tech Prep Academy (Ypsilanti, Michigan); El Barrio Popular Education Program (New York, New York); Project Workplace Literacy Partners for the Manufacturing Industry in Cook County (Illinois); Arlington Education and Employment Program (Virginia); and Lao Family Community of Minnesota, Family English Literacy Program. Study results suggest the following: (1) increased access to classes and skilled teachers; (2) comprehensive long-term planning that takes into account quality and funding cycles; (3) staff development geared to adult ESL literacy; (4) improved career paths for adult ESL literacy teachers; (5) reconciliation of the diversity of program types and approaches with funders' desire for program comparisons and accountability; (6) development of alternative assessment instruments; (7) forums for practitioners to share ideas; and (8) longitudinal research to determine which approaches work under which circumstances. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 896   FL 800 572

Wrigley, Heide Spruck; Guth, Gloria J. A.
Bringing Literacy to Life. Issues and Options in Adult ESL Literacy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 318p.; For related documents, see FL 800 569-571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Curriculum; *English (Second Language); Instructional Materials; Limited English Speaking; *Literacy Education; Needs Assessment; Program Descriptions; *Second Language Learning; Staff Development; Student Evaluation; *Teaching Methods

The result of a 2-year research study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency, this handbook on adult English-as-a-Second-Language (ESL) literacy education represents a synthesis of ideas derived from various sources. It is meant as a resource for teachers who have some experience in teaching but are new to ESL literacy. It contains the following nine chapters: (1) "Adult ESL Literacy: State of the Art," which discusses some of the special features of adult ESL literacy; (2) "Approaches and Materials," which maintains that meaning-based approaches show the greatest promise in helping adults develop full literacy; (3) "Teaching Adult ESL Literacy in the Multilevel Classroom," covered in the workshop presentations included affirmative action in recruiting, generating a pool of faculty candidates, methods and approaches for recruiting in the national market, the role of the university administration, inter-institutional recruitment strategies, selling the campus to the candidate, and orienting the new faculty member to the school. Ideas on producing a campus handbook about faculty recruitment are also provided, as well as a sample of a campus interview schedule. Suggestions for sponsoring similar workshops are provided, and a list is offered of several controversial recruiting issues and questions. (GLR)

ED 348 914 HE 025 751

Enriching California's Future: Asian Pacific Americans in the CSU. Report of the Asian Pacific American Education Advisory Committee.
PUB DATE- Nov 90
NOTE- 55p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Admission (School); *Asian Americans; College Instruction; Curriculum Development; Educational Environment; English (Second Language); Equal Opportunities (Jobs); Ethnic Discrimination; Higher Education; Limited English Speaking; Outreach Programs; State Universities; Student Characteristics; *Student College Relationship; *Student Needs; *Student Problems; Student Subcultures
IDENTIFIERS- California; California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report provides insights into the problems and needs of Asian Pacific Americans (APAs) in the California State University (CSU) and presents 29 recommendations which address these issues. Following an introductory section, section II presents a brief overview of the history, demographics, and higher education participation of APAs. Section III discusses the major outreach and admissions issues facing APA students, including the unmet needs of immigrant students who have limited English proficiency and the underserving of certain APA subpopulations. Section IV addresses campus climate and retention issues. Section V discusses issues related to curriculum and instruction; among these are the need for Asian Pacific American studies, the need to diversify the curriculum, and the underrepresentation of APAs in the teaching profession. The unmet English-as-a-Second-Language needs of immigrant students are described in section VI; and section VII examines the misconception that APA faculty and staff are not underrepresented in the CSU and, therefore, no longer face employment discrimination. Finally, section VIII summarizes the recommendations of the reporting committee. Contains a 52-item bibliography. (GLR)

ED 348 915 HE 025 752

Policies and Practices To Meet the Needs of Older, Part-Time

Rhem, James, Ed.
The National Teaching & Learning Forum, Volume 1, 1991-92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Research; Cognitive Style; Computer Assisted Instruction; Cooperative Learning; Discussion (Teaching Technique); Dyslexia; Educational Methods; *Educational Practices; Faculty Development; Higher Education; Instructional Improvement; Library Instruction; Metacognition; Multicultural Education; Teacher Education; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- American Association for Higher Education

Volume One of this 12 page newsletter includes six issues. Typical features include: a lead article; Research Watch; ERIC Tracks; Case Studies; Case Study Responses; Curriculum; Teaching Assistants (TA) Forum; and Profile (personal and Programmatic). Major articles included in volume one are: "Faculty and Students: Different Ways of Understanding" (John Stephens Crawford); "Cognitive Apprenticeship: Teaching Inside Out" (Allan Collins et al.); "Time Travel: Personalizing the Eighteenth Century through a Personal Computer"; "ERIC Tracks: Learning Styles: Theory and Practice" (Judi Conrad); "Handbooks for TAs: An Overview and Some Suggestions for Using and Improving Them" (Mary Bort); "The Courage to Teach" (Parker J. Palmer); "Scholarly Teaching: From Image to Pitfalls" (Chris Nash); "Effective Teaching for Dyslexics (and Everyone Else)"; "Forming a Center for Teachers"; "Cognitive Apprenticeship II: Modeling Metacognition"; "Visual Literacy"; "An Anatomy of Boredom" (George E. Savage); "Laying the Groundwork for Class Discussions" (Forest Hansen); "ERIC Tracks: Cooperative Learning: Theory and Practice" (Karl Smith and Judi Conrad); "Sitting in on AAHE's (American Association of Higher Education) Forum on Exemplary Teaching"; "The Enriched Syllabus: To Convey a Larger Vision" (Howard Gabennesch); "Thinking All Over the Brain"; "A Paradigm Shift in Instructional Development?" "The Library and the Classroom: Old Neighbors--New Friends"; "Diversity and Learning Theory"; "Tests: Scratching for Grades"; "ERIC Tracks: Multicultural Education: Theory and Practice" (Judi Conrad); "Case Studies: The Case of the Miss Spellings (?)" (Kay Herr); "Case Study Responses" (Timothy Riordan and Kim Landon); "Classroom Assessment/Classroom Research: Four Years Into a Hands-On Movement"; "Research Watch: The Learning Cycle: Has Its Time Come Again?"; "Steps in the Learning Cycle"; "How to Improve Teaching with Learning-Centered Evaluation" (William Cerbin); "Programs: "Who's Teaching the Teachers?"; and Viewpoint: "Reflections on The Teaching Art" (William Vitek). (DB)

ED 348 933 IR 015 572

The Commonwealth of Learning: A Compendium of Activities.
PUB DATE- Aug 91
NOTE- 49p.; For the 1990 annual report, see IR 015 573.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Developed Nations; Developing

Early Childhood Education; Early Parenthood; *Educationally Disadvantaged; Educational Resources; Ethnic Groups; *Fathers; Learning Activities; Literacy Education; Minority Groups; Parent Child Relationship; *Parent Influence; Parent Role; Prisoners; *Reading Instruction
IDENTIFIERS- 353 Project; *Family Literacy

A project was conducted for the following purposes: (1) to determine reading methods and practices specific to the father's role in family literacy through research in the field of reading; (2) to develop a curriculum incorporating this research; (3) to implement this curriculum with two groups of educationally disadvantaged fathers; and (4) to compile and print a student workbook and teacher's guide to distribute in Pennsylvania. A literature review pointed to the influence of families in the school success of their children, especially through early reading, language, and drawing activities. Most of the literature documented mother-child relationships, but a few studies showed higher reading achievement by boys whose fathers read to them. A curriculum focusing on literacy classes for young fathers and their children was developed and piloted in a class of nine teen fathers and a class of older fathers in a correctional institution. The program was successful in both cases, but achieved better results with the older men. However, no children were able to participate in either group. Replication of the program is planned for future classes with both fathers and children. (Contains 34 references.) (KC)

ED 348 475 CE 061 334

Martin, Beverly A.
Family Literacy for Fathers and Children. A Sourcebook of Activities and Teacher's Guide. Project #98-1032.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 31 Aug 91
NOTE- 137p.; For the final report, see CE 061 333.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Early Childhood Education; *Educational Resources; *Ethnic Groups; *Fathers; *Learning Activities; *Literacy Education; *Minority Groups; Parent Child Relationship; Parent Influence; Parent Role
IDENTIFIERS- 353 Project; *Family Literacy

This resource book contains classroom activities and suggested resources for teachers working with fathers and their children in literacy education classes for minority and ethnic groups. The book begins with a reading attitude survey for fathers. Five units of study follow, focusing on the following themes: (1) ourselves and our families; (2) our background; (3) we can do it together; (4) learning together (suggestions for parent-teacher interaction); and (5) heroes and heroines (especially athletes). Each unit consists of the following: (1) several activity outlines with information on time and materials required, skill learned, learning procedure, adaptations for situational variations, and evaluation; (2) a teacher's guide with suggestions for implementing the activities; (3) a bibliography of resources for parents and children (including books and addresses for additional resources); and (4) an appendix with worksheets for the activities. (KC)

ED 348 476 CE 061 464

Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Citations (References); College Programs; Community Programs; Curriculum Guides; *Educational Resources; Evaluation Methods; Higher Education; Instructional Films; Leaders; *Leaders Guides; *Leadership; *Leadership Training; *Learning Activities; Management Development; Postsecondary Education; *Resource Materials; Secondary Education

This book is the fourth edition in a series designed to assist instructors in planning programs and teaching courses in leadership. The book is organized in the following seven sections: (1) a list of courses and programs in leadership, arranged by institution with contact person--courses and programs at colleges and universities, programs of independent research and training organizations, precollege programs, and noncampus programs are profiled; (2) an alphabetical listing of two kinds of technologies--leadership measurement instruments (inventories, questionnaires, and surveys) and structured experiential material for use in leadership training and development (exercises, simulations, and games); (3) an annotated bibliography of books, articles, resource materials, and reference sources pertaining to leadership; (4) an annotated list of films and videos for use in leadership courses and programs; (5) an alphabetical listing of contributors to the book and others who are willing to serve as resource persons (also listed by states and by foreign countries); (6) an alphabetical list of organizations with interest in leadership studies and activities; and (7) an index by subject, personal name, and institutional name to all sections and a separate author index to the bibliography. (KC)

ED 348 495 CE 061 705

Sutton, Peter
Basic Education in Prisons: Interim Report.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; Adult Vocational Education; Basic Skills; *Correctional Education; *Correctional Rehabilitation; Educational Finance; Federal Aid; Foreign Countries; Institutionalized Persons; *Literacy Education; National Programs; Prisoners; Recidivism; Vocational Rehabilitation
IDENTIFIERS- Europe

The coercive environment of prison makes it an especially difficult setting for educational services that aim to enable people to make decisions and have some control over their lives. Concern has grown at the international, national, and local levels to ensure that education of high quality and an appropriately broad range is recognized as an obligatory and integral part of prison activities. Incarcerated prisoners show common characteristics across countries and regions. These are closely interrelated with previous educational experience and present needs. Motivation is crucial to active educational participation and progress. Strategies for obtaining educational objectives in prisons include providing a positive experience, involving the student, using an individualized approach, involving students in needs assessment, and giving formal recognition to progress. The curricula of basic education in prisons include literacy, literacy extension, and social skills. Providers of prison education range from education majors; and Group 3, master's students in education. Pearson correlation coefficients provided weak support for the hypothesized positive linear relationship between the tendency to process information deeply and the ability to acquire vocabulary and the hypothesized relationship of these to actual vocabulary knowledge. Regression analyses for Groups 2 and 3 indicated that the predictor variables used in the study (learning processes and ability to acquire vocabulary in context) explained a portion of the variance in the criterion variable, vocabulary. Findings implied that cultural context must be taken into account when assessing vocabulary. (10 references) (YLB)

ED 348 514 CE 061 734

Moore, Gary E.; And Others
The Actual and Desired Role of Local Vocational Directors: A Comparison of Perceptions.
PUB DATE- 24 Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; *Administrator Role; Educational Administration; Educational Research; High Schools; Principals; *Role Perception; Role Theory; Self Evaluation (Individuals); State Surveys; Superintendents; Teacher Attitudes; *Vocational Directors; Vocational Education Teachers
IDENTIFIERS- *North Carolina

The current and desired role of local vocational directors (LVDs) in North Carolina was assessed through a survey of superintendents, principals, vocational teachers, and LVDs. A literature review indicated differences in various groups' perceptions regarding the actual and ideal role of LVDs. The instrument required respondents to reply 2 times to each of 67 job function statements: extent to which the LVD was actually performing the task (current role) and extent to which the LVD should be performing the task (desired role). For each item, a four-point Likert-type scale was used. Respondents included 98 superintendents, 106 principals, 100 vocational teachers, and 128 LVDs; the overall response rate was 78 percent. The jobs were grouped into four major categories--instruction, program promotion, administration, and personnel--as a result of a principal-components analysis. Analysis of variance was used to determine statistically significant differences between respondent groups. Paired t-tests were used within each group to determine differences between current and desired levels of activity for each role. Findings indicated that LVDs were generally performing administrative tasks at the level at which they were expected to perform by teachers, superintendents, and principals. These groups would like to see LVDs substantially more involved in program promotion and instruction and moderately more involved in personnel. LVDs saw a need for more involvement in program promotion, instruction, and personnel. (32 references) (YLB)

ED 348 515 CE 061 735

Daniels, Susan J.; Hess, Caryl A.
Adult Literacy: An Evaluation of a Successful Program.

education and labor agencies during the 3 years of the program. Classes were held at the Penn State Harrisburg campus from September through May. In the computer segment, participants met with trainers 2 days weekly and learned DOS, word processing, Lotus, database use, and desktop publishing. The communications skills model evolved over the years, with a basic grammar text, individual attention, and a focus on standard English in the classroom for letters, memos, and reports and on telephone skills. In the third year, the learners created their own text instead of using the grammar book, and a reading segment was added. Before completing the program, the women prepared resumes and practiced interviewing skills. In the first year, 18 of the 20 women successfully completed the program and were employed. In the third year, however, the percentage of welfare recipients in the program increased to 90 percent, and there was a more uneven mix of skill levels. The PROBE program was judged to be effective in preparing low-income women for work and job advancement through improvement in communication skills. (KC)

ED 348 534 CE 061 757

Case Management in Maryland's Tomorrow.
PUB DATE- Oct 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Counseling Services; *Counseling Techniques; *Dropout Prevention; Employment Potential; Guidelines; *High Risk Students; Job Skills; *Program Implementation; *Pupil Personnel Services; Pupil Personnel Workers; *School Counseling; Secondary Education
IDENTIFIERS- Marylands Tomorrow Projects

Case management is an essential component of Maryland's Tomorrow projects. Case management is a client-centered, goal-oriented process for assessing the needs of an individual for particular services and assisting the client to obtain those services. Under Maryland's Tomorrow projects, a case manager develops a plan of service with an at-risk student, identifies the responsibilities of the student, and is responsible for finding and implementing all the resources needed to meet the training, education, support, and other needs of the student. Some of the actions required of case managers are as follows: (1) encourage parents to become involved in their children's education; (2) help students set realistic goals; (3) help students develop their own plan of action for achieving goals; (4) help students gain access to the services and resources they need to reach their goals; and (5) help students to gain access to services outside the school. The case management program can include techniques such as assessment, contracts, progress reports, weekly assignment sheets, and parental involvement. (Appendixes, which make up about two-thirds of the report, include forms for assessments, contracts, progress reports, weekly assignment sheets, and parental involvement derived from Maryland's Tommorrow projects.) (KC)

ED 348 535 CE 061 760

Beeken, Lois A.; And Others
Ideas for Teacher Collaboration. What Happens When Teachers

Schools; Instructor Coordinators; Job Skills; *State Programs; *Work Experience Programs
IDENTIFIERS- *Maine

This handbook has been compiled for coordinators of cooperative education programs at the secondary level in Maine. The handbook includes in-school classroom instruction relating to specific jobs and the world of work. Introductory material includes the Maine Association for Cooperative Education Constitution, By-Laws, and 1991 officers. The handbook contains the following 16 chapters: (1) state requirements for cooperative education programs; (2) legal information; (3) advisory committees; (4) Maine's goals for the year 2000; (5) Maine's common core of learning; (6) objectives of cooperative education programs; (7) suggested general related subject in cooperative education; (8) sample course outline for cooperative education; (9) related technical instruction; (10) job site development; (11) sample student worker evaluation form; (12) resources--19 bibliographic references, 4 miscellaneous resources, 14 films, 13 filmstrips, 11 textbooks, and 5 videocassettes; (13) directory of Maine cooperative education programs; (14) public relations; (15) suggested cooperative education enrichment activities; and (16) miscellaneous sample forms--policy agreement, verification of student insurance coverage, parent permission form, parent permission slip, application and personal data sheet, weekly hours and activity sheet, and instructor permission/release form. (NLA)

ED 348 554 CE 061 801

Enhancing Skills for a Competitive World. Report of the Action Team on Lifelong Learning.
SPONS. AGENCY- William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accountability; Adult Programs; Adult Vocational Education; Career Development; Cooperative Programs; *Coordination; *Demonstration Programs; Government Role; Higher Education; Inplant Programs; *Job Training; *Labor Force Development; *Lifelong Learning; Retraining; Role of Education; Secondary Education; Skill Development; Skill Obsolescence; State Government; *State Programs; Vocational Education

This publication discusses reforms in lifelong learning undertaken in the 11 states represented on the National Governors' Association Action Team on Lifelong Learning. It is a catalog of initiatives to create greater opportunities for youth and adults to obtain skills needed to compete effectively in a global economy. The reforms discussed in this publication fall into four broad categories: initiatives to consolidate and strengthen policymaking for work force development programs at the state and local levels; initiatives to strengthen accountability and expand options in the preparation of young people for work and further education; initiatives to increase investments in and expand opportunities for upgrading the skills of the current work force; and initiatives to expand access to, clarify the missions of, and improve accountability in postsecondary education institutions. Part 1 addresses consumer-driven investment in work force quality in Indiana, education/industry partnerships. An executive summary and introduction are followed by a description of the planning and development processes that created the program. The third section lists 68 competencies in 9 categories included in the joint industrial technology curriculum and discusses special program features. The fourth section assesses the curriculum and first-year outcomes as they relate to the expectations of P&G managers and machine operators, SSVT, labor officials, and other manufacturing firms. The fifth section reviews the demand for industrial technology programs in a vocational education setting. It considers occupational demand, management's perceptions regarding training needs and the role of vocational education, and career awareness programs to create demand for vocational/industrial technology education. The sixth section describes trends in vocational education and how partnerships fit in. A sample is provided of industrial partnership programs and articulation collaborations in Massachusetts. The report concludes with recommendations for SSVT, Massachusetts vocational-technical schools, and Massachusetts manufacturers. Appendixes include a list of interviewees, interview instruments, and a 42-item annotated reference list. (YLB)

ED 348 574 CE 061 834

Consumer Education in the United States: A Composite Vision, 1992.
PUB DATE- Aug 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- Attitudes; Consumer Economics; *Consumer Education; *Consumer Protection; Decision Making; *Individual Power; *Information Utilization; Leaders; Legislators; Merchandise Information; Student Needs; Teacher Attitudes; *Teacher Education

This composite report provides a snapshot of current thinking about the needs and challenges of consumer education in the United States. The quotations were selected from responses of a small group of educators, legislators, and consumer leaders in business, government, labor, the media, and the community who were invited to write brief statements about consumer education as they saw it. With the exception of a 1975 quote from Ralph Nader, all quotations are current. They are divided into six categories. The name and position of the author are provided. The section on "Choice and Empowerment" addresses clarity of choice; minorities, language, and cultural differences; empowering consumers; marketplace power; accepting responsibility; and improving consumer literacy. "Information and Decisions" covers consumer self-education, finding and using information, government information, and informed decisions in a global marketplace. Quotations in "Consumer Protection" relate to prevention--the best remedy and antidote for fraud; those in "Business and Consumers" discuss when everyone profits and the existence of a false comfort level. "Teacher Education" quotations address the need for increased funding; U.S. teacher academies to include consumer education; experience as a negative teacher; the family; and teacher accreditation, guidelines, and training. Quotes in "Students as Consumers" cover math for everybody, what students say, and how neglect shortchanges students. (YLB)

ED 348 575 CE 061 835

Adapted from Fair Recruitment Model and Strategies.
PUB DATE- 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employed Women; Females; *Nontraditional Occupations; *Recruitment

This guide presents 21 one- or two-page recruitment strategies for women in nontraditional careers. Each entry includes sections on what, when, where, who, and how. Strategies included are: (1) attention-getter giveaways; (2) bias-fee brochure; (3) bias-free slide-tape; (4) "bring a friend" day; (5) brochures with utility bills; (6) craftperson demonstration; (7) family night; (8) field trips to business and industrial sites; (9) flyer dissemination in community; (10) program visitation day by successfully employed former participant; (11) information booths; (12) logo; (13) media announcements of successful program completers; (14) newsletter to community organizations; (15) newspaper advertisements; (16) "opportunities in selected occupations" day; (17) placement of recruitment posters and brochures in the community; (18) radio and television spots; (19) resource persons; (20) telephone number with pre-recorded information; and (21) testimonial letters from successful graduates. Appendices include suggestions for preparing materials and implementing the strategies. (ABL)

ED 348 593 CG 024 411

Fasko, Daniel, Jr.; Flint, W. Wallace
Enhancing Self-esteem of At-risk High School Students.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Cross Age Teaching; Grade 9; Higher Education; *High Risk Students; High Schools; *High School Students; Interpersonal Relationship; Peer Teaching; *Self Esteem; Tutorial Programs; *Tutoring

Dropping out of high school is a major concern for the nation. Dropping out of school, although it occurs at a specific moment, is the culmination of a number of factors, including problems from both home and school, and may begin before the at-risk student starts school. The purpose of this study was to determine the effects of peer tutoring by university undergraduate students on at-risk 9th-grade students. Ninth graders (N=87) from four eastern Kentucky high schools were selected by their school counselors as being "at risk" of becoming dropouts. Undergraduate tutors received 10 hours of preservice training and thereafter attended weekly training sessions to maintain cohesiveness. Tutors had 5 weeks to develop case studies on each student before starting tutoring sessions. After the case studies were developed, 14 tutoring sessions were conducted in 7 weeks. Each tutor served four high school students. The results suggested that students' self-perceptions regarding their interpersonal relationships with their peers increased significantly in the program, as compared to the control group. That is, students in the program rated their concept of their interpersonal relationships higher than

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Divorce; Elementary School Students; Elementary Secondary Education; *Family Environment; Family Problems; Predictor Variables; Secondary School Students; Test Validity

Divorce is common phenomenon in the lives of many persons today. It changes the structure of the family and, in so doing, changes the lives of the couples involved and presents the children of divorce with their own set of adjustment issues. This study examined the literature on children's overall adjustment to divorce. Subjects (N=102) were recruited from 15 elementary, middle, and public high schools in a mid-south urban area. A stepwise multiple regression analysis was used in order to determine the relative contribution of each of the family functioning variables to children's adjustment in specific areas. The family's role in facilitating overall competence, the effect divorce can have on such development, and suggestions for mediating the negative impact of divorce on the child's adjustment level were explored. In order to determine which dimensions of family dynamics are most associated with child socio-emotional adjustment, data from the Child Behavior Checklist, the McMaster Family Assessment Device (FAD), and the Divorce Adjustment Inventory (DAI) were collected and analyzed. Three family subscales of the FAD (Roles, Behavior Control, and Affective Involvement) and two risk factors from the DAI (Child's Reaction and Insight into the Divorce and Conflict) were found to be significant. A systems approach to understanding divorce appears useful in assessing initial risk as well as the effectiveness of various program components. (ABL)

ED 348 612 CG 024 430

Juvenile Justice and Delinquency Prevention Amendments of 1992. Report To Accompany H.R. 5194. Including Cost Estimate of the Congressional Budget Office. House of Representatives, 102d Congress, 2d Session.
PUB DATE- 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delinquency; Delinquent Rehabilitation; *Federal Legislation; *Federal Programs; *Youth Problems
IDENTIFIERS- Juvenile Justice Delinquency Prev Act Amend 1992

This document reports on the Juvenile Justice and Delinquency Prevention Amendments of 1992. The texts of the following amendments and provisions are presented: Title I-Amendments to the Juvenile Justice and Delinquency Prevention Act of 1974; Title II-Amendments to the Runaway and Homeless Youth Act; Title III-Amendment to the Missing Children's Assistance Act; Title IV-Amendment to the Child Abuse Prevention and Treatment Act; and Title V-General Provisions. The rest of the document is divided into the following sections: (1) a discussion of the background and need for legislation; (2) an explanation of the bill; (3) an oversight statement; (4) an inflationary impact statement; (5) oversight finding and recommendations of the Committee on Government Operations; (6) a Congressional Budget Office estimate of the cost of the legislation; (7) Committee

Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 5: Comprehensive School Counseling and Guidance Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 102p.; For other documents in this series, see CG 024 444-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Planning; *Counseling Services; *Counselor Role; *Counselor Training; Elementary Secondary Education; *Guidance Programs; *School Counseling; *School Counselors

the first of four lessons on comprehensive school counseling and guidance programs presented in this document discusses the competencies contained in the National Career Development Guidelines and those promoted by the National Career Development Association and the American School Counselor Association. The second lesson helps counselors know how and why to promote comprehensive counseling and guidance programs built on educational-developmental principles. The third lesson explains the concepts of comprehensive counseling and guidance programs, in the hope of encouraging counselors to actively promote greater implementation of these programs in schools. The fourth lesson allows counselor education students to practice developing life and career plans. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

ED 348 632 CG 024 450

Daly, Joseph L.; Feller, Richard W.
Counselor Role and Educational Change: Planning, Integration, and Basic Skills. Book 6: Educational Change and Counselor Renewal.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 92
NOTE- 97p.; For other documents in this series, see CG 024 444-449.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Counseling Services; *Counselor Role; *Counselor Training; *Educational Change; Elementary Secondary Education; Professional Development; *School Counseling; *School Counselors

This document presents lessons on educational change and counselor renewal. The first lesson helps learners understand the issues being presented in the area of school reform, and the implications of addressing those issues. The second lesson helps school counselors understand where counselors and comprehensive school counseling and guidance programs fit in the context of educational change. The premise of the third lesson is that school counselors need to accept responsibility for their own professional development and renewal if they are to fulfill the requirements of their expanded role. The fourth lesson helps counselors to identify and analyze the best counseling programs and practices and use their findings to and describes the activity. (SR)

ED 348 652 CS 011 000

Karovsky, Penelope
Real Time Literacy.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Computer Uses in Education; Cultural Context; Futures (of Society); Language Role; *Literacy; *Technological Advancement; Theories
IDENTIFIERS- Cultural Change; *Ong (Walter J); *Orality; Text Factors

The educational use of computers is changing the way people think and steering culture toward a more functional and self-conscious form of literacy. This supposition is based in Walter Ong's theory of orality and literacy (maintaining that literacy caused a removal from immediate, everyday existence and enabled the development of an analytical sense of a separate self) which he uses to explain the profound changes in human consciousness brought about by the technologizing of the word. Ong's notion of reflexive intelligence provides a theoretical framework, a skeleton of symbolic relations onto which descriptions may be structured, that accommodates the desire to examine the hypothesis at a philosophical, social, political, and educational level concurrently. Connections exist between J. D. Bolton's description of what is happening to human consciousness in the transition from print to computer and Ong's description of what happened when people moved from primary orality to literacy. Just as Plato was afraid writing would dull the mind, cause people to rely on external characters that are not part of themselves and mistake the "appearance of wisdom" for wisdom, operational literacy may encourage utility, cause people to rely on what their network "thinks" and mistake technique for knowledge. (Twenty-three references are attached.) (RS)

ED 348 653 CS 011 002

Brown-Haynes, Sharon
Language and Literacy: Implications for Enhancing Reading Instruction.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Instructional Effectiveness; *Instructional Improvement; Phonics; Politics of Education; *Reading Instruction; Whole Language Approach
IDENTIFIERS- America 2000; National Education Goals 1990; Reading Recovery Projects

In considering the issue of language and literacy, the following factors must be addressed: the nature of learning; the relationship between reading and learning; effective strategies and practices which promote literacy; and the responsibility of used one of its four technique paper assignments to focus on the exploratory essay, since the concept of exploration, simply for the sake of questioning, probing, and testing, has both validity and purpose in a class or assignment focusing on autobiography. First the class brainstormed for prewriting on each person's topic; then drafts were evaluated by peers. In the papers, students explored knotty relations with their parents, siblings, former and current friends, why they were more creative and less logical than their parents wanted them to be, etcetra. The students were not afraid to face the issues of their lives, and they were not afraid to share them with the class. The only thing the students could not do was to leave the essays open-ended, to continue questioning. When asked about the assignment, students offered the following ideas: keep the class small; keep the exploratory essay the first one of the semester; stress the open-endedness of the assignment; and provide a model to follow. (PRA)

ED 348 673 CS 213 469

Frisk, Philip
Black English and the Henry Higgins Project: Avoiding Disempowering Interventions into "Black English."
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Black Students; Case Studies; Discourse Analysis; *Freshman Composition; Higher Education; Language Usage; *Student Attitudes; *Student Reaction; Teacher Student Relationship
IDENTIFIERS- Afro Americans; Empowerment; *Freire (Paulo)

Analysis of a few short segments of discourse, produced by two Afro-American college students in a freshman composition class, demonstrates one obvious way in which young people in the United States are severely threatened by the educational system. "Darrell" tells the story of how he was suspended from high school by a respected teacher and his subsequent "giving in" and becoming the great student everyone knew he could be. This demonstrates the validity and applicability of Paulo Freire's theory of the violence behind the formation of oppressed consciousness and how what Freire calls "domesticating education" produces the absence of a fighting spirit, the disinclination to criticize, and accommodation. Two short utterances of "Linda" identify and define a more resisting attitude, which, though capable of enacting its critical and fighting spirit, is nevertheless inhibited from producing criticism in other than alienated forms. Even if writing teachers limit their aspirations as teachers to improving students' thinking and writing skills, the best way forward even for those modest goals is through the Freirian project of helping promote and enact in students what he calls a critical sense of their reality--in contrast to what can be defined as the disempowering "Henry Higgins" project. (Sixteen notes are included; 28 references--some with brief annotations--are attached.) (RS)

ED 348 674 CS 213 470

Kelly, Kathleen Ann; And Others

Democratizing English as an International Language.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Conference on World Englishes Today (Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); *International Relations; Language Attitudes; *Language Role; Political Issues; *Political Power; *Politics of Education
IDENTIFIERS- Cultural Hegemony; Educational Issues; *English as an International Language

The aim of this paper is threefold. The first section shows how the political uses of language engendered by both western-style liberalism on the one hand and various forms of nationalism on the other lead to the negation of democratic ideals. Because of the current international situation, political aspects of language are receiving more and more attention. Second and Third World countries regularly accuse the United States and other First World countries of linguistic imperialism. In the former, national languages have become a weapon against the external imposition of a "new world order." The second section focuses on intellectuals and education and their role in the reproduction of these systems. Language specialists and teachers typically function as instruments of dominant ideologies; their nearly exclusive focus on linguistic and developmental issues tends to obscure the broader socio-political context underlying their theories. The third section suggests ways in which English as an International Language (EIL) could function as a democratic language through the development of a transglossic function for English and through the democratization of education. Only as learners participate in the educational process, and following Gramsci are elevated to the status of intellectuals capable of making their own decisions, will a democratic model of EIL be aimed at. (Contains 27 references.) (Author/SR)

ED 348 693 CS 213 499

Keessen, Jan; White, Marjorie Ann
Writing Across the Curriculum. "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," and "WAC--An Answer to Multicultural Diversity."
PUB DATE- Oct 91
NOTE- 8p.; Papers presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992) and the Annual Minority Student Today Conference (San Antonio, TX, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Guidelines; Higher Education; *Interdisciplinary Approach; Multicultural Education; Science Instruction; *Writing Across the Curriculum; *Writing Assignments; *Writing Difficulties; Writing Instruction
IDENTIFIERS- Educational Issues; Writing Contexts

Two papers presented at two different conferences and both discussing issues related to writing across the curriculum, are presented in this document. The first paper, "Wanted: Guidelines for Teaching Writing in Non-Writing Courses," (Jan Keessen), presented at the 1992 "four C's" conference, organizational development and learning. Four principles of learning and the organizational structures that support learning in urban settings are described and it is concluded that teachers and administrators must make substantive changes rather than tinkering with existing arrangements. (Contains 33 references.) (LMI)

ED 348 713 EA 024 152

Hickcox, Edward S.
Practices of Effective CEO's: A Preliminary Discussion.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; *Educational Administration; Elementary Secondary Education; Foreign Countries; Leadership Qualities; *Leadership Styles; *Working Hours
IDENTIFIERS- *Ontario

Findings of a study that examined the administrative practices of effective senior administrators in Ontario, Canada are presented in this paper, which is based on the theoretical concept of "facilitative power" as described by Dunlap and Goldman (1991). This approach views effective leadership as working through others rather than exercising power over them. Data were obtained from interviews conducted in 10 Ontario school systems with 10 chief executive officers who were identified by their peers as effective. Findings indicate that administrators spent much of their time in meetings and interaction with diverse groups. They viewed their efforts as bringing potentially antagonistic forces together and as providing support. The data supported the concept of facilitative power, in that the administrators' practices focused on working through people in the system to achieve improvement or to reach a vision. Eight tables are included. (LMI)

ED 348 714 EA 024 153

Herrington, Carolyn D.
State and Children: Relating Policy, Practice, and Finance at the State Level.
PUB DATE- Mar 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; Child Development; *Child Welfare; Educational Policy; Elementary Secondary Education; *New Federalism; Policy Formation; Public Policy; *State Aid; *State Government

The last decade has seen the convergence of three trends in the United States: a decline in the well-being of America's

Guthrie, James W.
National Education Goals: Can We Afford Them?
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Cost Effectiveness; *Cost Estimates; Costs; *Educational Economics; *Educational Finance; Educational Improvement; *Educational Objectives; Elementary Secondary Education
IDENTIFIERS- *National Education Goals 1990

Financial estimates for achieving the six national education goals proposed at the Charlottesville Education Summit are provided in this paper. Specific objectives under each goal, as outlined by the National Goals Panel, are assessed. A conclusion is that although the cost estimates have involved huge assumptions and sometimes wide variations, the total cost ranges from approximately $34-$77 billion. However, the cost must be considered in the context of time; educational improvement is an ongoing process of maintaining achievement standards. A comparison with national health care costs illustrates that funding for education would take up a considerably smaller share of the Gross National Product even at the $77 billion level; in any case, an educated citizenry is at least as necessary for the nation's survival. But the cost of the education goals must be considered in the context of time, recurring every year into the indefinite future. Finally, the technical means and financial resources may be within the nation's grasp. Two tables are included. (Contains 16 notes.) (LMI)

ED 348 735 EA 024 185

Evans, H. Dean
Continuity and Focus...In Touch with the Schools of Tomorrow. Indiana "Report Card" 1990.
PUB DATE- Dec 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Public Education; School Restructuring; State Action; State Norms; *State Programs; State Standards
IDENTIFIERS- *Indiana

The status of Indiana public education for 1990 is described in this report. The A Program for Excellence in Education has recently focused on the two following areas: school restructuring and early childhood assistance. Educational statistics for 1990 are highlighted, and information is presented on the following developments: the Center for Community Relations and Special Populations; the Center for Professional Development; the Center for Administration and Financial Management; the Center for School Improvement and Performance; and the Center for Assessment, Research, and Information Technology. A list of grants and awards to the Indiana Department of Education is included. (LMI) section presents recommendations made by participants for local administrators, policymakers, teacher educators, and SERVE. One figure is included. Appendices include a reprint of the article, "Getting Reform Right: What Works and What Doesn't," by M. G. Fullan and M. B. Miles, the forum agenda, and a list of participants. (LMI)

ED 348 756 EA 024 224

Getting Started: How Choice Can Renew Your Public Schools.
PUB DATE- Aug 92
NOTE- 59p.; A product of meetings of the OERI Roundtable on Public School Choice (1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Admission (School); Educational Planning; Elementary Secondary Education; Nontraditional Education; *Program Development; Program Implementation; *Public Schools; *School Choice; *School Restructuring

Outcomes of a series of meetings held in 1990 by the Office of Educational Research and Improvement (OERI) Roundtable on Public School Choice are summarized in this document's six chapters. Chapter 1 discusses the components (including motivations, vision formation, leadership, the design process, and the types of choice available) involved in creating distinctive schools. Chapter 2 presents strategies for information gathering and outreach efforts. Student assignment policies and procedures are described in the third chapter, with attention to equity concerns. Chapter 4 offers ideas for developing a safe, efficient, and fair transportation system. Strategies for financing choice programs which include keeping plans within funding limits, maintaining equity, and designing funding as an incentive are highlighted in the fifth chapter. Chapter 6 describes specific benefits and new roles associated with school choice. Recommendations are offered in the final section, which concludes that choice offers an opportunity for systemic change. Appendices include information about the OERI Roundtable on Public School Choice, the Roundtable choice programs, OERI publications on choice, selected recent publications on choice, selected sources of information, acknowledgments, and a choice program implementation checklist for communities. (LMI)

ED 348 757 EA 024 225

Guthrie, Larry F.; van Heusden Hale, Sylvie
Improvement Efforts for Low-Performing Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educationally Disadvantaged; *Educational Opportunities; Effective Schools Research; Elementary Secondary Education; *Equal Education; *Excellence in Education; High Risk Students; School

NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Children; Foreign Countries; *Mental Retardation; Research Needs; *Technological Advancement; Telecommunications; *Telephone Communications Systems; Video Equipment; Videotex
IDENTIFIERS- *Europe; *Video Telephone

This two-section report presents a review of European research on the use of videotelephone technology by people with mental retardation. The first section examines relevant research concerning those with speech and language disabilities in general. Considered are visual communication including augmentative and alternative communication systems, remote communication (especially videotelephony), graphics-based remote communication (e.g., telefax), and picture communication. The second section looks at mental retardation and video telephony specifically. It reports on one Swedish study of three children and five adults with moderate mental retardation which found that four of the adults and two of the children increased their frequency of telephone use after being given training and access to a visual telephone system. This section also reports on a study carried out at a special school for mentally retarded children in Portugal which found that the children easily learned the use of the picture telephone and accepted its use. Also discussed are the use of videotelephones in education and health and care services, and the use of text telephony with persons with hearing impairments. The need for further research is stressed. (Contains 36 references.) (DB)

ED 348 778   EC 301 398

Kirby, Julia, Ed.
Setting Your Course in ECI. A Rights Handbook for Families with Children in the Texas Early Childhood Education Program.
PUB DATE- Aug 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; *Disabilities; *Due Process; Early Childhood Education; *Early Intervention; Eligibility; Family Programs; Individualized Programs; Infants; *Parent Rights; Parent Role; *State Programs; Student Evaluation; Student Placement; Toddlers; Transitional Programs
IDENTIFIERS- *Individualized Family Service Plans; *Texas

Intended for parents of young children with disabilities in Texas, this booklet describes the Texas early childhood intervention (ECI) program and identifies parent rights. An introductory chart summarizes five steps of family centered services (from assessment and evaluation to the annual Individualized Family Service Plan meeting) in terms of what happens, when it happens, and why it happens. The booklet then goes on to describe the following elements: an overview of the process, eligibility, requirements of written notice, the assessment process and parent rights, the Individualized Family Service Plan (IFSP) meeting, requirement components of the IFSP, a list of services available, options for service settings, the transition plan into the local school district program, the parent's rights regarding the child's records, retardation in Sweden. A brief outline of the use of still picture telephones for picture based distance communication is presented. Overall, still picture telephones were effective as a communication aid for people with either aphasia (N=15) or mental retardation. However, usage differences indicated people with aphasia used the telephone primarily to better communicate with their therapist whereas people with mental retardation used the telephone to establish and expand the social network and stimulate communication. (Contains 27 references.) (DB)

ED 348 797 EC 301 417

Brodin, Jane; And Others
Preschool Children with Disabilities in Sweden.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Delivery Systems; *Disabilities; Family Programs; Foreign Countries; *Mainstreaming; Play; *Preschool Education; *Program Development; Social Integration; Student Placement
IDENTIFIERS- *Sweden

This report examines preschools for children with disabilities in Sweden. In Swedish society the roles of the family and the environment are emphasized with the preschool serving as part of a family support system for children with disabilities. The value of a family oriented intervention is stressed. The first section discusses Swedish provision of state support for children with disabilities. Placement, usually in integrated preschool settings is then addressed. The section on the role of the preschool stresses the importance of communicating with parents, providing parents with support, understanding the emotional reactions of the preschool staff, the role of specialists, the role of the special assistant in the preschool class, and preparing for the child's arrival in preschool. An approach to handling problem situations in the preschool is then offered. The need for special resources is examined. The last section looks at the importance of play for children with disabilities, development of communication skills, and disability awareness. (Contains 21 references.) (DB)

ED 348 798 EC 301 418

The Effectiveness of Special Education in Developing Life Skills of Students.
PUB DATE- Feb 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Assessment; Education Work Relationship; Elementary Secondary Education; Employment; Employment Statistics; Followup Studies; Graduate Surveys; Instructional Effectiveness; *Outcomes of Education; Postsecondary Education; *Special Education
IDENTIFIERS- *Texas

This report presents results of several studies of the effectiveness of special education. Major findings of a review of other studies indicate: youth with learning disabilities tend to have the highest rate of employment (71 percent) available and/or needed for children in Michigan considered medically fragile, identify current information and gaps in the information, and identify areas of interagency collaboration. The report discusses critical evolving issues, including definition of the term "medically fragile," demographics of this population, and legal precedence for educating medically fragile students. It also discusses partnership and communication issues through vignettes focusing on the family's perspective and needs and emphasizing interagency cooperation. A section on program support recommendations outlines specific steps in service delivery and discusses transportation issues, nursing needs, and staff training. Appendices contain a bibliography of reports and books (15 entries), a list of approximately 45 audiovisual materials, and a list of health care occupations to consider as potential resources for training school employees. (JDD)

ED 348 817 EC 301 438

Smokoski, Fred; And Others
A Study of Public School Medical Assistance Pilot Program: Article 82.
PUB DATE- Jan 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Demonstration Programs; *Disabilities; Elementary Secondary Education; *Financial Support; Government School Relationship; *Health Insurance; Incidence; Low Income Groups; *Public Schools; *Pupil Personnel Services; School Funds; State Aid; State Government; *State School District Relationship
IDENTIFIERS- *Medicaid

This paper reports on a project which analyzed the possibility of using Medicaid funding to provide reimbursement for some services needed by students with disabilities who are being served by public schools in Colorado. Six school districts or boards of cooperative services were selected to participate in a pilot program as recipients of Medicaid reimbursement. Reasons for special education directors' reluctance to participate in the study are noted. The project found that a new provider type had to be developed in order for public school administrative units to become Medicaid vendors. Necessary changes to rules are proposed, involving creation of a provider category under Early Periodic Screening and Diagnosis Treatment, providing such services as speech/language therapy, audiology, and physical and occupational therapy. The six administrative units estimated the number of handicapped children eligible for Medicaid services at 17% of the handicapped children they serve. The number of Medicaid-eligible handicapped children is estimated to be 12% of the total number of children eligible for Medicaid services. The project concluded that the six administrative units should begin to bill for Medicaid services after completing negotiations, providing staff training, establishing a billing process, and attending to other administrative details. Various administrative materials are attached to the report, including Article 82. (JDD)

ED 348 818 EC 301 440

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the along with recommended courses of action. The paper concludes with general legislative and administrative recommendations. Tables appended to the paper list state sales tax law citations, sales tax administration agencies, recently enacted exemptions illustrating local economic or social concerns, vehicle exemptions by state, and other items. A total of 103 reference notes are appended. (JDD)

ED 348 837   EC 301 462

Ward, Carolyn
Subsidy Programs for Assistive Devices.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Financial Support; *Grants; Manufacturing Industry; *Models; Private Agencies; Program Descriptions; Program Implementation; Purchasing; *Technology; Voluntary Agencies

This paper examines the use of subsidy programs as a payment strategy for assistive devices for individuals with disabilities. The paper defines subsidies, classifies and describes these programs, and identifies commonalities and differences among varied models. Program models include: (1) competitive subsidies offered by private, nonprofit organizations; (2) competitive subsidies to institutions offered by assistive device manufacturers; (3) subsidies offered through the collaborative efforts of business and voluntary organizations; (4) rebates on equipment that enable individuals to obtain a particular product or product line; (5) discounts on telecommunications devices and services; and (6) special events where manufacturers offer discounts. Obstacles to program development, implementation, and evaluation are discussed. The paper also covers philosophical issues raised by providing subsidies to persons with disabilities, and concludes with a consideration of the impact that subsidies have on consumers who receive them. (JDD)

ED 348 838   FL 020 118

Montes, Yara G.
Espanol para Hoteleria y Turismo = Spanish for Travel and Tourism.
PUB DATE- 92
NOTE- 473p.; Best copy available. Broken/filled print will not copy adequately on paper.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grammar; *Second Language Learning; *Spanish; *Tourism; Transportation; *Travel; Vocabulary
IDENTIFIERS- Authentic Materials

This beginning through advanced Spanish text includes grammar explanations, readings, and exercises with the emphasis on situations involving travel and tourism. The introductory

*Immersion Programs; Instructional Effectiveness; Program Descriptions; Second Language Instruction; *Second Languages; *Theory Practice Relationship
IDENTIFIERS- *Canada; French Language Schools; *Quebec (Montreal)

The French immersion experience in Montreal, since its inception in 1965, is considered highly successful. Despite critics who note that its results fall short of perfect bilingualism, French immersion has achieved what it set out to accomplish: functional bilingual competencies. In doing so, French immersion has challenged many assumptions about bilingualism through validation of several sociolinguistic and linguistic principles: that (1) a second language can be learned effectively if an approximation of the natural imitative environment in which the first language was learned can be created at school; (2) a second language is more easily learned when children are exposed to it in a sustained fashion from an early age; (3) because the principal function of language is communication, language learning should mean learning how to use the language for communicative purposes; and (4) a second language, like a first language, can be learned effectively if presented in the context of meaningful and relevant content. As a result, language can no longer be considered a collection of incomprehensible foreign codes but more generally perceived as tools of functional communication and creative expression. In addition, language is no longer a window through which culture is viewed, but provides opportunities for participation. A brief bibliography is included. (MSE)

ED 348 858   FL 020 478

Boykin, Kathleen G.
Creative Written Testing.
PUB DATE- 91
NOTE- 19p.; In: Acting on Priorities: A Commitment to Excellence. Dimension: Languages '90. Report of Southern Conference on Language Teaching; see FL 020 470.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creativity; *Language Proficiency; *Language Tests; Second Language Instruction; *Second Languages; *Test Construction; Test Format; Testing; *Writing Tests

By being creative in preparing tests and by allowing creativity on the part of students, language teachers can incorporate many of the principles associated with proficiency-oriented instruction into a traditional test format. Such test strategies are based on the following: (1) testing in context is better than testing with a series of unrelated discrete items; (2) students prefer familiar contexts; (3) vocabulary assessment without lists of words to be translated is preferable; and (4) students respond well to visual stimuli. Teachers can make use of both visual and linguistic creativity in testing. Pictures can be used to test vocabulary through labeling, drawing and labeling, drawing and describing, drawing what is described, and responding to pictures with comparison, creation of dialogue, ordering of scenes, and extrapolation from a situation. Linguistic creativity can be tapped through student narratives and sentence completion exercises. For this approach to be successful, the teacher must give explicit directions and assure students that artistic ability is not graded. The approach is suitable when only a written test is experimenting with the language, recognizing and learning from errors, evaluating progress, and encouraging oneself. Chapter three describes ways to organize language learning, including setting goals, deciding about skills priorities, keeping a notebook, scheduling learning, and focusing attention. The fourth chapter offers suggestions for improving retention of vocabulary, grammar, and concepts in a new language. The subsequent chapter covers strategies for learning with an instructor and learning independently. The final chapter presents ways to continue learning the language on the job, including job- and task-specific language. (MSE)

ED 348 878 FL 020 597

Lemberger, Nancy
Bilingual Teachers' Voices.
PUB DATE- 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Case Studies; Curriculum Design; Educational Change; *Educational Policy; Elementary Secondary Education; Interviews; Peer Relationship; School Community Relationship; School Role; Spanish Speaking; *Student Evaluation; *Teacher Attitudes; Teacher Characteristics; *Teacher Education; Teacher Role; Transitional Programs

In a study of bilingual education teachers' experiences and perceptions of bilingual education, four female trained, experienced, Spanish-English bilingual primary school teachers were interviewed in depth and observed in class. Semi-structured, open-ended interviews focused on the following: teacher background and experience; experiences with students, colleagues, administrators, and parents; changes in curriculum and policies over time; and experiences in bilingual teacher education. Narrative case studies for each teacher, maintaining her own voice, were created. Cross-case analysis of the narratives revealed similarities and differences and allowed comparison with recent literature. The report describes the study and summarizes major findings in the following areas: effects of teacher background on teaching; need for native language policy commitment and improved evaluation instruments, procedures, and policies; collegial acceptance and institutionalization of bilingual programs; teacher professional judgment and curriculum design; formal and informal teacher education opportunities; the teachers' roles with students; and the bilingual teacher as a community liaison. A 17-item bibliography is included. (MSE)

ED 348 879 FL 020 602

Zhao, Heping
Textual, Contextual, and Extra-Contextual Knowledge in ESL Composition.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the National Teachers of English Annual Conference on College Composition and Communication (42nd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

which shows that group work is the most effective strategy for dealing with multilevel classrooms; (4) "Using Computer and Video Technology in Adult ESL Literacy," which discusses the pros and cons of using technology in ESL literacy teaching; (5) "Native Language Literacy," which demonstrates that using the native language of the learners is a viable approach to introducing literacy to adults who are not literate in their first language; (6) "Learner Assessment," which shows that program-based assessments are superior to standardized tests; (7) "Curriculum," which demonstrates that curriculum decisions are value decisions that mirror a program's philosophy; (8) "Staff Development and Program Issues," which holds that effective staff development should focus on the social context, adult learning, second language acquisition, literacy development, and effective teaching processes; and (9) "Curriculum Modules," which presents 10 teaching units that demonstrate meaning-based teaching. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 348 897 HE 024 245

Creal, Richard C.; Donofrio, Kathleen
Administrative Compensation Survey, 1990-91.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Compensation (Remuneration); Higher Education; Minority Groups; National Surveys; Private Colleges; Public Colleges; *Salaries; Sex Differences

This 14th annual compensation survey provides a broad range of 1990-91 salary data available for college and university administrators in 168 positions common to most higher education institutions. The survey data were gathered from 1,402 institutions (a 41% response rate). General tables provide median salary data for all institutions, public institutions, private-independent institutions and private-religious institutions, by budget quartiles and by enrollment quartiles. Comparative tables provide salary percentiles by institutional classification (doctoral, comprehensive, baccalaureate, and two-year institutions) and by budget range. Thirty-two tables compare median salaries between males and females, between minorities and non-minorities, between inside and outside hires, and by median years of service. Appendices contain a list of responding institutions, a salary comparison worksheet, a copy of the survey questionnaire, and a list of institutional classification codes developed by the National Center for Education Statistics. (JDD)

ED 348 898 HE 024 625

Storey, Eileen
Academic Credit at Marymount Manhattan College for Student Volunteers.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Students.
PUB DATE- Mar 90
NOTE- 28p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Admission (School); College Instruction; College Students; Curriculum Development; Educational Environment; *Educational Planning; *Educational Policy; Educational Trends; Ethnic Groups; Graduate Study; Higher Education; Institutional Mission; *Nontraditional Students; *Part Time Students; Policy Formation; State Universities; Student Financial Aid; *Student Needs; Undergraduate Study
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report presents 14 recommended policies and related practices aimed toward meeting the needs of older, part-time students attending California State University (CSU) campuses. Focus is placed on part-time students who are 25 years of age and enrolled in less than 12 semester units, in undergraduate or graduate degree programs. The report also provides an overview of the change being experienced in the general U.S. population, in the California population, and within the California State University, specifically the trend toward older students who are more diverse in ethnic makeup, and with special learning and employment demands. The 14 recommended policies and practices include the following areas: (1) developing an addition to the CSU mission statement regarding nontraditional students; (2) conducting and documenting a needs assessment; (3) creating an ethnic representation on campus; (4) providing programs for ethnic student needs; (5) developing nontraditional student recruitment and admissions procedures; (6) awarding financial aid in a more flexible fashion; (7) providing sufficient numbers of courses and locations to complete degree requirements, providing support services to encourage degree completion, and providing alternate credit-bearing programs when needed; (8) providing greater access to academic programs and resources; (9) supplying contract education programs; and (10) working with faculty and staff to meet and support the educational needs of nontraditional students. (GLR)

ED 348 916 HE 025 753

Galligani, Dennis J.
Effective Relationships for School/College Partnerships, 1984-87, and Achieving Academic Excellence through School/College Partnerships, 1987-90. Qualitative Evaluations of the Curriculum Enhancement Projects Participating in the California Academic Partnership Program.
PUB DATE- 90
NOTE- 111p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and

Nations; *Distance Education; Foreign Countries; Higher Education; *International Programs; *Telecommunications
IDENTIFIERS- Africa; Asia; *British Commonwealth; Canada (West); Caribbean; *Commonwealth of Learning; South Pacific

The Commonwealth of Learning (COL), headquartered in Vancouver, British Columbia, encourages opportunities for learning throughout the British Commonwealth through distance education and the application of communication technologies to education, and provides activities for strengthening member countries' economic and social development. Functions and objectives of COL in distance education are: creation and development of programs in member countries; channelling resources to projects; consultancy services; staff training; facilitating inter-institutional communication links; evaluation and research; acquisition and delivery of teaching materials; adaptation and development of academic materials; local support to students; and recognition of academic credit. The five major sections of this compendium are: (1) regional--Africa, Asia, Caribbean, South Pacific and other; (2) Pan-Commonwealth issues and events--accreditation, environment, fellowships, scholarships and bursaries, student record management systems, and women in development; (3) functional areas--information services, materials acquisition and development, continuing professional education, technologies and telecommunications, and training for distance educators; (4) listing of conferences, meetings, and symposia since COL's inception in 1989; and (5) reports produced by and for COL. A glossary of abbreviations and acronyms is included. (ALF)

ED 348 934 IR 015 573

The Commonwealth of Learning: A Year of Consolidation. Annual Report 1990.
PUB DATE- 91
NOTE- 29p.; For a compendium of activities, see IR 015 572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Annual Reports; Developed Nations; Developing Nations; *Distance Education; Foreign Countries; Higher Education; *International Programs; *Telecommunications
IDENTIFIERS- Africa; Asia; British Columbia; *British Commonwealth; Caribbean; *Commonwealth of Learning; South Pacific

The Commonwealth of Learning (COL) promotes access to learning between universities and other educational institutions throughout the British Commonwealth through distance education and the application of communication technologies. Functions and objectives of COL in distance education are: creation and development of programs in member countries; channelling resources to projects; consultancy services; staff training; facilitating inter-institutional communication links; evaluation and research; acquisition and delivery of teaching materials; adaptation and development of academic materials; local support to students; and recognition of academic credit. Highlights of this annual report for 1990 focus on: (1) training in distance education techniques; (2) materials acquisitions and development; (3) technologies and telecommunications; (4) information and consultancy services; (5) continuing professional education; (6) women in development; and (7) environment. An auditor's report and a listing of members of the Board of Governors and staff are

Central Core Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 89
NOTE- 1,590p.; For related documents, see CE 061 465-467.
LANGUAGE- English
EDRS Price- EDRS Price - MF13/PC64 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Occupations; Behavioral Objectives; *Core Curriculum; High Schools; Instructional Materials; Leadership Training; State Curriculum Guides; *Supervised Occupational Experience (Agriculture)
IDENTIFIERS- Illinois

This curriculum guide contains six units with relevant problem areas for the central cluster of agricultural education. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. The six units are as follows: (1) agricultural literacy; (2) generalizable skills in agricultural occupations; (3) basic principles of agricultural science; (4) basic agribusiness principles and skills; (5) developing leadership capabilities in agriculture and agribusiness; and (6) supervised experience in agriculture and horticulture. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. (KC)

ED 348 477 CE 061 465

Agricultural Business and Management Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 89
NOTE- 1,813p.; For related documents, see CE 061 464-467.
LANGUAGE- English
EDRS Price- EDRS Price - MF15/PC73 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Occupations; Agricultural Production; *Agronomy; *Animal Husbandry; Behavioral Objectives; Career Awareness; Competency Based Education; *Core Curriculum; Food; Food Processing Occupations; High Schools; Instructional Materials; Marketing; Microcomputers; *Soil Science; State Curriculum Guides
IDENTIFIERS- Illinois

This curriculum guide contains 5 teaching units for 44 agricultural business and management cluster problem areas. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. The five units are as follows: (1) agribusiness operation and statewide authorities to voluntary agencies. Some countries provide no prison service funding for education. Evidence of the effectiveness of prison education is generally not kept. Effects of education are distorted by other elements of the prison system. (Appendixes include 162 references and a United Nations resolution and Council of Europe recommendation on prison education. (YLB)

ED 348 496 CE 061 707

Burnside, Robert M.; Guthrie, Victoria A.
Training for Action: A New Approach to Executive Development. Report Number 153.
PUB DATE- Mar 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Leadership Qualities; *Leadership Training; *Management Development; Professional Development; Program Descriptions

LeaderLab, a leadership development program, encourages and enables leaders to take more effective actions. In developing content and structure, several instructional principles are important: realism, simplicity, relevance, operationalism, holism, and intervention over time. The program content falls into four categories: (1) challenges faced by executives; (2) competencies to deal with the challenges; (3) skills and knowledge that help each participant; and (4) the information and experience generated. Leaders face several challenges today, such as dealing with rapid and substantive change, managing diversity of people and views, and building the future through a shared sense of purpose. Five overlapping competencies needed to address the challenges are as follows: dealing effectively with interpersonal relationships, behaving in terms of systems, approaching decision-making from the standpoint of trade-offs, acting with flexibility, and coping with disequilibrium. The third content area focuses on two aspects of how leaders develop themselves: learning to learn and clarifying one's sense of purpose. The seven elements of the LeaderLab program are as follows: multiple sessions; pre- and post-course contact; process advisor--individual program tailoring; change partners; diversity of participants and trainers; classroom activities; and instruments. (A model diagram and conclusions are included. The bibliography contains 51 references.) (NLA)

ED 348 497 CE 061 708

Coordination of Vocational-Technical Education in Virginia: Transfer of Credit between Public & Private Sector Postsecondary Education.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Credits; *Community Colleges; *Educational Policy; Policy Formation; Postsecondary Education; Private Education; Program Improvement; *Proprietary Schools; Public Education; State Programs; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Virginia

PUB DATE- Mar 92
NOTE- 8p.; Paper presented at the Annual Meeting of the Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; *Computer Assisted Instruction; Cooperation; Dropout Rate; Enrollment; Followup Studies; Functional Literacy; *Program Costs; Program Evaluation; Reading Improvement
IDENTIFIERS- Family Literacy; *Ohio (Summit County); *Principle of the Alphabet Literacy System; Slosson Intelligence Test

The University of Akron's Reading Assessment Component (RAC) research study assessed the effectiveness of a computer-based literacy program, Principles of the Alphabet Literacy System (PALS), as an alternative to classroom instruction for functionally illiterate adults living in Summit County, Ohio. The RAC study assessed four objectives: (1) development of a pretest and posttest model to assess PALS; (2) measurement of quantitative and qualitative learning increases; (3) comparison of learning increases of PALS students to those of students in a selected adult basic education (ABE) program over the same time period; and (4) comparison of PALS program costs to the costs of a selected ABE program. Pretest/posttest scores were analyzed for a sample of 23 adults. Two client characteristics identified successful PALS participants: adult learners who scored at least a 75 on the Slosson Intelligence Test and those who completed at least 4 years of formal schooling. Six recommendations were made: extrinsic motivations should be used to improve attendance and lower dropout rates; a family literacy program should be established; quantitative and qualitative measures should be used to evaluate clients; follow-up telephone interviews should collect information from past clients; projected grade-level increases in reading achievement should be reevaluated; and greater care must be taken to enroll adults in appropriate literacy programs. (15 references) (NLA)

ED 348 516 CE 061 736

Farris, Pamela J.
Achieving Adult Literacy. Fastback 330.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Educational Objectives; Evaluation Methods; *Learning Motivation; *Literacy Education; Program Descriptions; Student Educational Objectives; Student Evaluation; Student Motivation; *Teaching Methods
IDENTIFIERS- Workplace Literacy

Leaders in business and industry are demanding workers who not only can read and write but can think creatively and critically and solve problems. Federal- and state-funded programs and volunteer organizations are involved with adult literacy. Increasingly, corporations are funding adult literacy projects. Adults read for different reasons than they did when in school. Their reading relates to work-related tasks; they read to keep up with current events or for their own enjoyment. A first goal of an adult literacy program should be to enhance the self-

Collaborate?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- *Cooperation; *Demonstration Programs; Elementary Secondary Education; *Inservice Teacher Education; *Professional Development; Teacher Attitudes; *Teacher Improvement; *Teaching Conditions; Teleconferencing
IDENTIFIERS- *Teacher Collaboration

Research reports show that in many schools, teachers are isolated and have little chance for professional collaboration with fellow teachers. However, research also demonstrates that when teachers collaborate, instruction improves. Seven examples of teacher collaboration throughout the United States show how collaboration can be implemented and how it can be beneficial: (1) a memo board in the teachers' workroom; (2) voluntary teacher-student "conversations"; (3) common planning times; (4) summer teacher internships; (5) paraprofessionals assuming nonteaching responsibilities to free teachers for collaboration; (6) English and business collaboration in desktop publishing of student newsletters; and (7) a summer workshop to upgrade vocational subjects with applied academics. (KC)

ED 348 536 CE 061 761

GI Bill Amendments of 1992. House of Representatives, 102d Congress, 2d Session. Report To Accompany H.R. 5087. Including Cost Estimate of the Congressional Budget Office.
PUB DATE- 29 Jul 92
NOTE- 36p.; Submitted by Representative G. V. Montgomery.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Attitudes; *Federal Legislation; *Federal Programs; Higher Education; Postsecondary Education; *Program Improvement; *Veterans Education
IDENTIFIERS- Congress 102nd; *GI Bill; Proposed Legislation

This document is a committee report on H.R. 5087, a bill to improve veterans' education assistance programs, which the committee recommended unanimously to approve as amended. Some of the major provisions of the bill are the following: (1) change the requirements that military personnel complete high school equivalency degree requirements before leaving active duty, to completion within 12 months of enactment of the bill, whether an individual is on active duty or not, in order to become eligible for Montgomery GI Bill benefits; (2) make short periods of active duty irrelevant to longer periods of subsequent enlistment; (3) bar payment of education benefits to an individual for training paid for under the Government Employees Training Act; (4) require that programs certify the enrollment, attendance, and course of study of attendees; (5) limit approval of independent study; (6) make class time requirement changes; and (7) extend eligibility for certain persons. This report summarizes the major provisions of the bill, provides the language of the amendments, provides background and discussion of the bill, offers a section-by-

Iowa, Kentucky, Massachusetts, New Jersey, New York, Oregon, Pennsylvania, and Wisconsin. Part 2 looks at new pathways for career development in Indiana, Iowa, Kentucky, Massachusetts, New Jersey, New York, Pennsylvania, Wisconsin, and the Great Lakes Region. Part 3 considers workplace education for adults in Iowa, Kentucky, New Jersey, Pennsylvania, South Carolina, and Wisconsin. Part 4 discusses access and accountability in higher education in Indiana, Massachusetts, Missouri, South Carolina, and Wisconsin. The name and telephone number of a contact person are provided at the end of each program description. (YLB)

ED 348 555 CE 061 802

Enrollment and Completions at Private Career Schools. A Factual Look at Private Career Institutions in Nebraska.
PUB DATE- Jun 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Business Education; Cosmetology; Curriculum; *Enrollment; *Females; Hispanic Americans; *Males; Postsecondary Education; *Proprietary Schools; Trade and Industrial Education; *Whites
IDENTIFIERS- *Nebraska

A survey of 53 private career institutions in Nebraska (56 percent located in the Omaha area) revealed the following statistics for the period July 1, 1990 to June 30, 1991: (1) 9,275 students were enrolled; (2) business programs enrolled the largest percentage (35 percent) of the total student population, with business, trade, and technical programs making up 62 percent of the total student count; (3) real estate programs enrolled 14.5 percent, cosmetology--10 percent, modeling--7 percent, and health-related programs--3 percent of the reported student enrollment; (4) cosmetology had the greatest access with training given at 19 locations in 13 Nebraska communities; (5) 68 percent of the students were in the Omaha area and 25 percent were in Lincoln; (6) at least 90 percent of the students in business, cosmetology, and health programs were enrolled full time, whereas all of those in modeling and real estate were part-time students; (7) more women than men were enrolled in all the programs; and (8) about 85 percent of the students were white. (The report lists the schools surveyed and provides nine graphs showing the following: geographic distribution for private career institutions in Nebraska; programmatic distribution for the institutions; enrollment for program type, full time versus part time; program types by gender; enrollment by race or ethnic category; enrollment by age; completions by program type; completions by gender; and completions by race or ethnic category. Six tables show the same data.) (KC)

ED 348 556 CE 061 803

Sharp, Helen, Ed.
The C&G Technological Baccalaureate.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Students; Articulation

Auspos, Patricia; Sherwood, Kay E.
Assessing JOBS Participants. Issues and Trade-Offs. Papers for Practitioners.
PUB DATE- Aug 92
NOTE- 79p.; Prepared for the Multi-State Technical Assistance Collaborative.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; *Diagnostic Tests; *Educational Diagnosis; Employment Potential; Employment Services; Evaluation Methods; Federal Programs; *Job Training; Literacy Education; Needs Assessment; Program Design; Program Implementation; Social Services; Vocational Aptitude; Vocational Education; *Vocational Evaluation; Vocational Interests; *Welfare Recipients
IDENTIFIERS- *Job Opportunities and Basic Skills Program

This paper on assessment in the Job Opportunities and Basic Skills (JOBS) Program for welfare recipients is intended to help administrators of JOBS programs weigh the possible benefits and drawbacks of the assessment choices they must make. Chapter 1 explains why assessment matters to JOBS administrators. Chapter 2 suggests a conceptual framework for assessment in JOBS and identifies dimensions along which assessment systems can vary. Chapter 3 discusses key issues in assessing participants' immediate employability or job readiness. Strategies and issues in assessing basic literacy, vocational abilities and interests, and social service needs are presented in Chapters 4, 5, and 6, respectively. Chapter 7 describes the experiences of several welfare-to-work programs in designing and implementing assessment systems. Chapter 8 reviews operational considerations that should inform JOBS administrators' decisions about assessment practices, including resource constraints, staffing, the need to tailor assessments to special populations, and information-flow issues. The conclusion reviews trade-offs in overall JOBS program design as they relate to assessment. Three types of guides to the text are provided: table of contents, summaries or key issues at the end of many chapters, and major points printed in boldface type throughout the text. (YLB)

ED 348 576 CE 061 838

App, Anne H.
The Design Conference for the National Assessment of Vocational Education. Summary Proceedings. (Washington, D.C., March 13-15, 1991).
PUB DATE- Mar 91
NOTE- 70p.; For related papers, see CE 061 839.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Education; Accountability; Correctional Education; Delivery Systems; Disabilities; *Educational Assessment; Educational Change; Educational Finance; Educational Legislation; Educational Policy; Education Work Relationship; *Federal Legislation; Followup Studies; Integrated Curriculum; National Programs; National Surveys; Postsecondary Education; *Program Evaluation; Program Implementation; Program Improvement; Resource Allocation; Secondary Education; Special Needs Students; State Programs; *Student Evaluation; Teacher Education; *Vocational Education; Vocational Followup

those who were not in the program. Thus it appears that this program was successful in enhancing some of the social and emotional needs of the students, specifically self-concept. (ABL)

ED 348 594 CG 024 412

Archibald, Matthew E.; And Others
Juvenile Delinquency: A Study of Massachusetts Juvenile Probationers.
PUB DATE- 17 Jan 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Delinquency; *Delinquent Rehabilitation; *Juvenile Courts; Predictor Variables; *Probationary Period; *Recidivism; Youth Problems

Comparative research in juvenile delinquency provides criminal justice professionals with a mechanism for better decision-making. This study analyzed juvenile probationer arraignments and the offender risk/need classification assessment to better understand juvenile court careers and probation recidivism. Analyses were based on data generated by Massachusetts courts for juveniles (N=779) placed on probation during 1989. Court data comprised the youth's first arraignment through the 18-month follow-up period after placement on probation. Continued offender court involvement places a great burden on the criminal justice system and on the community. Results of analyses indicated: (1) persistent court involvement progressed with each arraignment; (2) paralleling other juvenile probationer studies, roughly 42% of juvenile probationers were re-arraigned within 18 months after placement on probation; (3) juveniles arraigned for index offenses, and especially those arraigned for index violent offenses, prior to current probation supervision, were more likely to recidivate than offenders who had been arraigned for less serious offenses; and (4) indicators of risk to recidivate, such as prior record delineate offender behavior requiring long-range intervention solutions, with indicators such as school disciplinary problems and negative peer relations providing targets for short-term interventions. (ABL)

ED 348 595 CG 024 413

Stamatakos, Louis C.
Student Development as Philosophy.
PUB DATE- 19 Mar 91
NOTE- 7p.; For related papers, see CG 024 414-416.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; Standards; *Student Development; *Student Personnel Services; *Student Personnel Workers

Ever since the publication of the Council of Student Personnel Associations in Higher Education (COSPA) of the Student Development Services in Post Secondary Education, arguments and debates have ensued as to whether this document: (1) was a statement of philosophy for student affairs; (2) was a philosophical replacement for the near-universally accepted Student Personnel Point of View (1949); (3) was to be accepted as a document in tandem with the Student Personnel Point of

Estimates; (8) a section-by-section analysis of the bill; (9) a section on the views of the Department of Health and Human Services; and (10) a report of the changes in existing law made by the bill with the changes shown in italic. (ABL)

ED 348 613 CG 024 431

Tobias, Joyce M.
Kids & Drugs: A Handbook for Parents and Professionals. Second Edition.
PUB DATE- Aug 89
NOTE- 135p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Drug Abuse; Drug Addiction; *Drug Education; Parent Child Relationship; Substance Abuse

This book presents information on drug abuse and adolescents for parents and professionals. The first chapter discusses today's drug culture, tracing the evolution of drug use from the 60s, through the 70s, 80s, and 90s. The second chapter discusses adolescent chemical use. It includes a check list for signs and symptoms; description of drug paraphernalia; discussion of the progression of chemical use; discussion on how each family member suffers; and a discussion of intervention and treatment. The third chapter discusses the mind-altering drugs: the gateway drugs; alcohol; marijuana; cocaine and other stimulants; inhalants; depressants; hallucinogens; phencyclidine; narcotics; designer drugs; over-the-counter drugs; look-alikes; anabolic steroids; and effects of drugs on the fetus. The fourth chapter discusses prevention in the family. The fifth chapter discusses parent groups, including the beginning of the movement, parent peer groups, self-help support groups, community action groups, the story of PANDAA, and how to get a group started. A resource section includes a reading list; a list of community resources; a list of school resources; a list of 12 step programs; advice on evaluating drug literature; letter writing tips; suggested guidelines for parents and parent pledge; advice on locating runaways; a list of national tollfree hotlines; a discussion of PANDAA philosophies; and an addict's prayer. (ABL)

ED 348 614 CG 024 432

Galaz-Fontes, Jesus Francisco; And Others
Leadership May Provide the Means of Moving Up in Adult Moral Developmental Stages.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cultural Influences; Educationally Disadvantaged; Foreign Countries; High Schools; High School Students; Individual Development; *Moral Development; Socioeconomic Influences
IDENTIFIERS- Mexico

Although Kohlberg and others have proposed that various social improve counseling and guidance. Included with each lesson is information on the justification for the lesson; the expected learner outcome; instructor resources; directions for teaching-learning interaction; debriefing strategies; list of resources; and a brief discussion of an individualized learning plan for persons studying this content in an individualized program. (ABL)

ED 348 633 CG 024 451

Walz, Garry R.; Bleuer, Jeanne C.
Student Self-Esteem: A Vital Element of School Success. Volume 1.
PUB DATE- 92
NOTE- 467p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; Behavior; Career Development; Counselor Role; Elementary School Students; Elementary Secondary Education; High Risk Students; *Influences; Learning Disabilities; School Counseling; Secondary School Students; *Self Esteem; Substance Abuse; Teacher Role

This monograph presents 61 articles, complemented by introductory and summary material, on the topic of student self-esteem. Some of the articles have appeared previously in journals and were published from 1980s to 1992. The articles are grouped into 17 chapters with the following titles: (1) How This Book Will Help You to Help Students Build their Self-Esteem; (2) Self-Esteem--What It Is--Why It Is Important; (3) Self-Esteem and Its Effect on Academic Performance; (4) The Self-Esteem of Students At-Risk; (5) How Self-Esteem Influences Students' Personal and Social Behavior; (6) Self-Esteem as a Deterrent to Drug and Alcohol Abuse; (7) Career Development and Self-Esteem; (8) The Influence of Gender and Age on Self-Esteem; (9) The Influence on Culture, Race, and Ethnic Group on Self-Esteem; (10) Parent and Family Impact on Self-Esteem; (11) School and the Development of Student Self-Esteem; (12) The Self-Esteem of Gifted and Learning Disabled Students; (13) Assessing Student Self-Esteem; (14) A Potpourri of Programs and Practices for Enhancing Student Self-Esteem; (15) Counselors' and Teachers' Roles in Enhancing Self-Esteem; (16) Locating Exemplary Self-Esteem Resources; and (17) The Counselor and Teachers as Catalysts for Enhancing Student Self-Esteem. (ABL)

ED 348 634 CG 024 452

Dick, David; And Others
Behavior Challenges: A Shared Approach.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Behavior Change; *Behavior Disorders; *Behavior Problems; Elementary School Students; Elementary Secondary Education; Foreign Countries; Parent Role; Secondary School Students; Teachers
IDENTIFIERS- Canada

schools. Of the reading approaches and strategies which have been developed and implemented in an effort to ensure that children acquire reading skills, no evidence exists to substantiate the claim that the teaching of phonics produces readers; the effectiveness of whole language is difficult to assess; and the Reading Recovery Program has been found to be successful in solving early literacy problems, yet is costly. To ensure that all students acquire sufficient reading skills, it will become necessary for the schools' curricula to be adapted to accommodate the diverse learning styles of students. The six major national education goals outlined by President George Bush (in his America 2000 proposal) may be unattainable, inasmuch as vast numbers of American students are either poor readers or non-readers. The adoption of a goal that all students have proficient reading skills would likely promote the implementation of effective strategies to enhance reading skills. (RS)

ED 348 654 CS 011 003

van Kraayenoord, Christina E.
Perspectives on Literacy Assessment in Australia.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Evaluation Problems; Federal State Relationship; Foreign Countries; *Government School Relationship; *Literacy; *Politics of Education; *Student Evaluation
IDENTIFIERS- Alternative Assessment; *Australia

An analysis of the curriculum documents and the writing of educators in Australia about literacy assessment indicates three common themes: literacy learning is assessed directly in a range of contexts from multiple sources; literacy learning is assessed via diverse techniques; and information gathered is stored and synthesized in a variety of ways. Recent developments that will shape future literacy education include the development of state-wide testing, the development of attainment levels and standards, and the development of a national curriculum and national approach to assessment. A number of tensions are apparent upon examination of what is happening to literacy assessment in Australia: (1) the federal government is striving for a national curriculum while state governments are developing their own curriculum frameworks; (2) most states in Australia have avoided employing single or particular measures to assess literacy; (3) an increase in time and effort required by teachers to report information to the states is likely; (4) each state has been surveying the literacy achievements of different age levels; and (5) it is not obvious how the results from national testing and the state-wide attainment level reporting will be used. In order that they do not lose all that they have achieved in literacy practice in their classrooms, educators will need to be more vigilant of the content of federal and state government policies. (Thirty-four references are attached.) (RS)

ED 348 655 CS 011 004

To Have or Have Not: The Foucauldian Quandary of Control in Teacher-Training.
PUB DATE- Mar 92
NOTE- 23p.; Revised version of a roundtable presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; Higher Education; Popular Culture; *Power Structure; Sex Role; *Teacher Education; Teacher Student Relationship; *Teaching Assistants; Teaching Styles; *Writing Instruction
IDENTIFIERS- *Foucault (Michel)

Michel Foucault's theories provide a way to understand the power dynamics often present in teacher-training, in which teaching assistants negotiate among various "knowledges" in order to develop a classroom teaching style that both honors and resists their training. In "The Archaeology of (Gendered) Knowledge" (by Scot Petersen), a graduate student discusses the difficulty of coming to terms with his own gender constructs while working within a gender-conscious writing program. In "Pop! Goes the Classroom: The History of Textuality" (by Laurie Nardone), another graduate student discusses how introducing popular culture as a serious subject of discussion into the classroom has the potential to subvert what the Department of English recognizes as textuality. Finally, in "Underlife and Teacher-Training: The Paradox of Leaving Room for Anarchy" (by Kathleen Ann Kelly), a writing program administrator reads the relationship between new teaching assistants and their supervisor through Robert Brooke's concept of "underlife." (SR)

ED 348 675 CS 213 472

TAAS and the Writing Process: A Composition Handbook. Grades 3 through 5.
PUB DATE- 91
NOTE- 241p.; For grades 1-3 handbook, see ED 344 227; for grades 9-12 handbook, see ED 344 228.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 3; Grade 4; Grade 5; Intermediate Grades; Primary Education; State Standards; *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Skills; *Writing Tests
IDENTIFIERS- *Process Approach (Writing); *Texas Assessment of Academic Skills

This handbook is one of a series developed in response to requests to provide schools with additional information concerning the written composition portion of the Texas Assessment of Academic Skills (TAAS). The handbook focuses on grades 3 through 5. Following an introduction, the handbook is in two parts. Part 1 contains general information on the writing process and how that process applies to the TAAS writing test. This section includes discussions of prewriting, elaboration, revision, and editing. Part 2 provides scoring criteria and sample student papers with detailed annotations for each type of writing eligible for testing at Grade 5: informative/descriptive, informative/narrative ("how to"), expressive/narrative, informative/classificatory, and persuasive/descriptive. Three appendixes present TAAS writing discusses the need to gather data on problems in students' written communication encountered by professors in many disciplines, and then to create interdisciplinary guidelines for more effective teaching of writing. The second paper, "WAC--An Answer to Multicultural Diversity," (Marjorie Ann White), presented at the 1991 Minority Student Today conference, points out the utility of writing across the curriculum in the chemistry classroom, and offers several practical writing ideas. (SR)

ED 348 694   CS 213 501

Behrman, Carol H.
Hooked on Writing: Ready-to-Use Writing Process Activities for Grades 4-8.
PUB DATE- 90
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; *Essays; Intermediate Grades; Journalism; *Journal Writing; Junior High Schools; *Letters (Correspondence); *Poetry; Student Publications; Writing Assignments; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Process Approach (Writing)

Compiled by a classroom teacher for classroom teachers, this book presents over 75 activities and over 140 associated worksheets designed to implement the process approach to writing in the fourth through eighth grade classroom. The book notes that process writing provides the student not only with a "recipe" for writing, but also with two enormously effective tools--motivation and control. Each chapter of the book offers a series of activity instructions followed by one or more blackline master activity worksheets for each activity. Chapter titles are: (1) Unlocking the Doors to Written Expression; (2) Creative Writing; (3) Writing a Personal Essay; (4) Preparing a "Writer's Notebook"; (5) Journal Writing; (6) Journalism; (7) Letters; (8) Poetry; and (9) Publication. (RS)

ED 348 695   CS 213 504

Casaregola, Vincent
"Declassicizing" Ancient Rhetoric: Toward a Reconstructed Rhetoric of Oral Performance.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; Discourse Analysis; Discourse Modes; Higher Education; *Rhetoric; Speech Communication; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Classical Rhetoric; Composition Theory; *Orality

Today's society is so bound by the conventions of print-based culture that it is almost impossible to recreate the spirit of the highly dynamic, ancient art form of rhetoric. Rhetoric's origins lie in the art of oral rhapsodic composing that involved a complex set of interrelated mental and linguistic patterns. Most contemporary scholars of composition have children; increasing overlap between the educational policy agenda and a broader policy agenda for children; and a shift in responsibility for social policy from the federal to the state level. This paper examines the current capacity of states to address children's needs, particularly in light of changing demographic and socioeconomic conditions. The first section examines the underlying philosophical, political, and administrative beliefs and structures that characterize society's responses to children. The second section reviews the current mismatch between state policymaking and the condition of children. State policies designed to improve the coordination of policies and services are analyzed in the third section. The final section outlines a proposed state-level policy framework that corresponds with knowledge about optimal child development. (31 references) (LMI)

ED 348 715 EA 024 154

Noble, Douglas D.
New American Schools and the New World Order.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Corporate Support; *Educational Development; Elementary Secondary Education; Global Approach; *Public Schools
IDENTIFIERS- *New American Schools Development Corporation

The New American Schools Development Corporation (NASDC) was established in 1991 by President Bush to funnel corporate funds into innovative designs for "new American schools." NASDC's board will decide on a few proposals that will receive up to $20 million each over 5 years to develop, implement, and market their designs. These selections promise to shape the directions of educational research, development, and policy for years to come. Since the NASDC represents a coordination of many of the principal corporate players in education reform across the nation, this paper briefly profiles the members of the NASCD board in order to contribute to a more general understanding of the intensified corporate presence in U.S. public education policy. Among the members are: James R. Jones, CEO of American Stock Exchange; James K. Baker, Arvin; John Clendenin of Bill South; Linda Wachner, CEO of Warnaco; and Louis Gerstner of RJR, etc. the members of the NASCD board in order to contribute to a more general understanding of the NASDC board members represent the cutting edge of a new global corporate order, aggressively and unsentimentally streamlining their work forces, shedding national allegiances, and evading regulatory constraints in pursuit of global competitive advantage. This paper discusses this posture first as it is directed toward NASDC's role within the New World Order and second as it is directed toward their own corporate organizations. Finally, there is an exploration of how this posture plays itself out in the promotion of the radical reinvention of public education through the design of new American schools. (RR)

ED 348 716 EA 024 156

Aburto, Sofia; Kim, Yungho
Comparing Superintendents', Title VII Directors', and School Principals' Perceptions of Capacity Building Success.

ED 348 736 EA 024 186

Indiana 2000: Indiana Progress Report, National Education Goals.
PUB DATE- Oct 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Educational Needs; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *State Action; State Standards
IDENTIFIERS- *Indiana; *National Education Goals 1990

Indiana's progess toward meeting each of the six national goals proposed at the Education Summit in 1989 is described in this report. For each of the six goals, the progress made and the work remaining to meet future needs are provided. Information for each goal includes: (1) statement of the goal; (2) key questions (e.g., for goal 1--readiness, how many mothers receive adequate prenatal care); (3) Indiana in Perspective (where the state stands in relation to the rest of the United States); (4) what we now know (brief statistical data). Seven tables, 6 figures, and 25 sources for the data used in this report are included. (LMI)

ED 348 737 EA 024 192

Kealey, Robert J.
United States Catholic Elementary Schools & Their Finances, 1991.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Finance; *Elementary Education; Endowment Funds; Expenditure per Student; Extended School Day; Financial Support; Fund Raising; *Institutional Characteristics; Lay Teachers; Preschool Education; Principals; Private Schools; Salaries; *School Statistics; School Surveys; Tables (Data); Teacher Salaries; Tuition

Findings from a national survey of Catholic elementary schools' finances are presented in this report. Included are extensive data based on the 1990-91 school year on financing the schools (tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; and finances related to preschool programs). The information is also published according to the location of the school (innercity, urban, suburban, or rural), the geographic area of the country, the size of student enrollment, and the sponsorship of the school (parish, interparochial, diocesan, or private). Questionnaires mailed to 1,196 schools yielded 609 usable returns, a response rate of approximately 51 percent, representing 8.35 percent of all Catholic elementary schools in the United States. Twenty-four tables are included in the text. The appendices contain the questionnaire, correspondence, a list of participating schools, and two summary tables--Per Pupil Cost Covered by Tuition and Fees, and Average Catholic Elementary School Lay Teachers' Salaries. (MLF)

ED 348 738 EA 024 197

Principles To Support Higher Order Learning in the Middle Grades.

Effectiveness

The issues of excellence and equity in American education are examined in this paper, which also outlines the effective schools movement behind the competing goals of excellence and equity. The traditional approaches to educational change and the reasons why these approaches have been ineffective are summarized. This paper shows how the need to find a more effective approach to educational improvement has led the two factions--excellence and equity--to realize that in order to raise achievement for all students improvement at the school level, or whole-student improvement, must be addressed. Several innovative whole-school improvement efforts are described, which are classified into three categories: (1) networking programs, such as the National Network for Educational Renewal and Re: Learning; (2) demonstration programs, such as Accelerated Schools, Success for All, and the School Development Program; and (3) regional state department of education programs in Arizona, California, Nevada, and Utah. This paper serves as a starting point for thinking about educational change and the ways in which schools can be improved to more effectively serve the at-risk population. (Contains 29 references.) (Author/LMI)

ED 348 758 EA 024 226

Sashkin, Marshall; Egermeier, John
School Change Models and Processes: A Review of Research and Practice.
PUB DATE- Aug 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Innovation; Elementary Secondary Education; *Models; *Organizational Development; Professional Development; School Effectiveness; *School Restructuring; *Theory Practice Relationship
IDENTIFIERS- *Comprehensive School Improvement Program; Experimental Schools Program; Individually Guided Education

This synthesis report examines the 30-year history of educational change to identify differing perspectives, strategies, and adoptable principles. Three influential perspectives in educational change have been: (1) the rational-scientific perspective positing that change is created by dissemination of innovative techniques; (2) the political perspective (the top-down approach) bringing about change through legislation and other external directives; and the (3) cultural perspective (the bottom-up approach) seeking to influence change through encouraging value changes within organizations. Change strategies are as varied as the perspectives propelling them; they encompass fixing the parts (through curricular or instructional innovations), fixing the people (through training and professional development), fixing the schools (through organizational development), and fixing the system (through comprehensive school restructuring). Long-term success has not been achieved by any of these methods. Comprehensive school restructuring offers the most promising new direction for educational reform and incorporates elements of the other three strategies. (Contains 46 references.) (Author/MLH)

confidentiality, and due process and complaint procedures. Four sources of additional information and assistance for parents are listed. Finally, the statewide structure of the early childhood intervention program is briefly described, laws governing ECI programs at the state and federal levels are listed, and definitions of relevant terms are attached. (DB)

ED 348 779 EC 301 399

Christmas, Oren L.
Special Education and the Michigan Educational Assessment Program (MEAP).
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disabilities; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Mathematics Achievement; *Reading Achievement; Special Education Teachers; State Programs; State Standards; Student Participation; Teacher Attitudes; Test Interpretation
IDENTIFIERS- *Michigan Educational Assessment Program

This paper presents findings of an analysis of the 1989-90 mathematics and reading portions of the Michigan Educational Assessment Program (MEAP) and of perceptions of special education teachers participating in the MEAP. Noted are the purpose of the MEAP and exclusion for students who: (1) receive more than half their reading/English instruction through special education; or (2) are non-English speaking, come from non-English speaking countries and have been enrolled in school in the United States for less than 1 year. Comparative information by disability category of the approximately 36,000 special education students (21 percent of the total number of such students) participating are presented in tabular form. Test results for these students are summarized by grade and disability and compared to general education students' results. It is noted that, overall, speech and language impaired students outperformed all other categories followed by students with hearing impairments, visual impairments, and emotional disturbances, respectively. The survey of 368 special education teachers indicated that teachers believed that students with autism, educable mental retardation, severe multiple impairments, severe mental impairments, and trainable mental retardation should not participate in the MEAP. Analysis also indicated that special education teachers tended not to use students' MEAP results. Appended are the exclusion criteria, standards for test setting, listings of special education personnel, the MEAP use questionnaire, and 10 references. (DB)

ED 348 780 EC 301 400

Christmas, Oren L.
Special Education Learning Materials Centers (SELMC).
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Audiovisual Centers; Computer Software; *Disabilities; Educational Facilities; *Educational Media; Elementary Secondary Education; Information Utilization; *Instructional Materials; *Learning Resources Centers; Media

followed by youth with speech handicaps or mild mental retardation (50-60 percent). Postsecondary educational participation was greatest (40 to 50 percent) for individuals with hearing or visual impairments. Nonparticipation rates for the severely impaired was approximately 60 percent; for individuals with mental retardation approximately 40 percent; and for persons with emotional disturbance and physical impairments about 33 percent. Living arrangements varied little among disability categories with independent living rates generally about 20 percent. A study of special education effectiveness in Texas found, overall, 66 percent of former students employed (compared to a national rate of 40 percent); 25 percent participating in some type of postsecondary education; and 21 percent nonparticipatory. A longitudinal study currently in process includes close to 1,000 students in special education. Major recommendations include: (1) systematic cooperative ventures between special and regular education; (2) systematic cooperative planning and programming between special education and outside public agencies; (3) a focus on parent involvement in transition planning; (4) prevention of dropping out among special education students; and (5) specific programming for female students with disabilities. An appendix details the job placements of students in the longitudinal and retrospective studies. (Contains 70 references.) (DB)

ED 348 799   EC 301 419

State Plan for Autism and Pervasive Developmental Disorders.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Autism; *Delivery Systems; *Developmental Disabilities; Family Programs; Incidence; Individualized Education Programs; *Long Range Planning; *Needs Assessment; Outreach Programs; Program Development; Program Evaluation; Rehabilitation; *State Programs
IDENTIFIERS- *Texas

This Texas state plan presents proposals for provision of services to people with autism. It is noted that less than 25 percent of the estimated 8,500 persons with autism in Texas are currently receiving services. Preliminary sections look at the nature of autism, the numbers of Texans with autism, the responsibilities of the Interagency Council on Autism and Pervasive Developmental Disorders, and the mission, principles, and goals of the Council. Most of the document examines current and future activities of state agencies including the Texas Department of Mental Health and Mental Retardation (e.g., demonstration programs for persons with autism, in-home and family support programs, and interagency personnel training); the Texas Education Agency (e.g., Individual Educational Plan provisions, an autism grant, and non-educational community based services); the Texas Rehabilitation Commission (the Vocational Rehabilitation Commission and the Extended Rehabilitation Services Program); the Texas Department of Health; and the Texas Department of Human Services. Goals and priority recommendations of the Council are then listed. These are: (1) the expansion and improvement of services for persons with autism; (2) the development and monitoring of such programs; and (3) increased public and professional awareness of autism and pervasive developmental disorders. (DB)

Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 25 Feb 92
NOTE- 219p.; Serial No. 102-91. Parts of the document contain small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deafness; Demonstration Programs; *Educational Legislation; Educational Methods; Educational Practices; Elementary Secondary Education; Federal Aid; *Federal Legislation; Financial Support; *Hearing Impairments; Hearings; Higher Education
IDENTIFIERS- Congress 102nd; *Education of the Deaf Act 1985; Gallaudet University DC; National Technical Institute for the Deaf

This document presents testimony examining issues concerning the education of students with deafness and exploring ways to strengthen federal legislation to ensure an appropriate quality education for these students. The hearing focuses specifically on reauthorization of the Education of the Deaf Act, which authorizes funding for Gallaudet University (Washington, D.C.), the National Technical Institute for the Deaf (Rochester, New York), and model demonstration schools. The act also created the Commission on Education of the Deaf which recommends improvements in the education of persons who are deaf or hard of hearing. The testimony deals with early identification and intervention, student placement, communication skills, parent involvement, professional standards, and other topics. The document contains statements, prepared statements, letters, and supplemental materials from: (1) Congressional Representatives Major R. Owens and Donald M. Payne; (2) the Assistant Secretary for Special Education and Rehabilitative Services of the Department of Education; (3) representatives of the Commission on Education of the Deaf, Gallaudet University, and the National Technical Institute for the Deaf; and (4) representatives from the Council of Organizational Representatives, the National Association of State Directors of Special Education, the Conference of Educational Administrators Serving the Deaf, the National Association of the Deaf, the American Society for Deaf Children, the Alexander Graham Bell Association for the Deaf, the California Center for Law and the Deaf, the City University of New York, and the National Cued Speech Association. (JDD)

ED 348 819 EC 301 441

Including Students with Disabilities in National and State Data Collection Programs. Brief Report 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 5p.; For full technical report, see ED 347 769.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Data Collection; *Disabilities; Elementary Secondary Education; *Eligibility; Incidence; National Programs; Policy Formation; Program Development; *Sampling; State Programs; *Student Evaluation

This brief report highlights the issues, evidence, and first steps toward including students with disabilities in educational data systems. The report notes that if students lesson covers the Spanish language, the importance of Spanish in the United States, the Spanish alphabet, pronunciation, capitalization, punctuation, syllabication, linking, useful expressions, minidialogues, and cognates. Subsequent lessons incorporate specific grammar rules and vocabulary drills in the context of information about such things as the Honolulu airport, traveling to Washington and Chicago, the Metropolitan Museum, a New York City hotel, the train station, automobile travel, and restaurant dining. Many authentic materials are included. (LB)

ED 348 839 FL 020 383

Key, Mary Ritchie
A Semantic Frame Work Reconstructed from Comparative Linguistics.
PUB DATE- 88
NOTE- 6p.; In: Proceedings of the International Colloquium on Functional Linguistics (13th, Corfu, Greece, August 24-29, 1986). p.211-215.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Contrastive Linguistics; *Diachronic Linguistics; Interpersonal Communication; *Language Patterns; *Linguistic Theory; Morphology (Languages); *Semantics

A theory of semantics focusing on relationships between meaning and sound patterns in language evolution is proposed. Using cognate sets from traditional comparative studies of closely-related languages in well-defined language families, the theory addresses the use and shifting of language components. The theory begins with the ego attempting to make sense of the environment by naming, organizing both abstract and concrete elements into manageable categories. The first human frame of reference is of body in relation to environment: bodily parts and natural elements. Cognate sets in comparative studies often relate to space and object shapes as seen in space. Primitive morphemes can also be classified by composition; much vocabulary relates to natural elements of earth, air, fire, and water. Certain sounds are basic, unchanging from language to language throughout history; similarly, certain meanings based on primitive elements and needs are stable across time. Proliferation of vocabulary results from derivations of primordial meanings. With societal change, identification of primordial morphemes may be lost. However, studying direction of change in derivational meanings can give insight into human nature and categories, and cognitive processes. In sum, primitive morphemes are particles scattered through the semantic system of a single language and, in time, all derived languages. (MSE)

ED 348 840 FL 020 441

Meara, Paul, Ed.
Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985). British Studies in Applied Linguistics 1.
PUB DATE- 86
NOTE- 121p.; For individual papers, see FL 020 442-450.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Applied Linguistics; Counselor Client Relationship; English (Second Language); Family Planning; Feedback; Foreign

desired, and is suitable for large classes. Visual stimuli are particularly appropriate for more elementary skills levels. A brief bibliography is included. (MSE)

ED 348 859 FL 020 518

Griffee, Dale T.
A Study of Will and Going To in Plans and Predictions.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; English; *English (Second Language); Foreign Countries; Japanese; *Language Patterns; Native Speakers; *Planning; *Prediction; Sentence Structure; Uncommonly Taught Languages; *Verbs

The speech of five native English-speakers and five native Japanese-speaking learners of English as a Second Language was analyzed for use of "will" and "going to" in certain contexts. Subjects were asked to tell their summer plans and to express their expectations of changes in Japan and the United States in the next few years. Results indicate that in discussing immediate plans, both native speakers (NS) and non-native speakers (NNS) prefer "will" over "going to," with NS using the "I'll" contraction at times and the NNS not using it at all. No instances of negative forms of the two expressions were found. In making predictions, NS used "going to" far more than "will," while NNS used "will" infrequently and "going to" not at all. Evidence supporting the plausibility of a future action and its relationship to the choice of form used was also examined in both contexts. It is concluded that two claims made previously about the choice to use "will" and "going to" are either inconclusive or unsubstantiated by this study. Areas for future research are outlined. A brief bibliography is included. The conversations are provided in four appendixes. (MSE)

ED 348 860 FL 020 532

Chyu, Chi-oy W.
Teaching Science to Students with Limited English Proficiency through Nested Spiral Approach.
PUB DATE- 25 Oct 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Northeastern Region of the Association for the Education of Teachers in Science (New York, NY, October 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Classroom Techniques; *English (Second Language); Instructional Effectiveness; Junior High Schools; Junior High School Students; Learning Motivation; *Limited English Speaking; *Mathematics Instruction; *Science Instruction; Self Esteem; *Spiral Curriculum
IDENTIFIERS- *Nested Spiral Approach

The Nested Spiral Approach (NSA) is a teaching technique designed for students of limited English proficiency that integrates four aspects of motivated learning: contents, language, culture, and real life experiences. The approach consists of: (1) effective use of student strengths; (2) three teaching cycles for each lesson; and (3) five steps in each cycle. Preliminary use of NSA to teach mathematics at the junior high school level has been successful, raising achievement in both

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *English (Second Language); *Error Patterns; *Linguistic Theory; *Prior Learning; Semantics; *Writing (Composition); Writing Evaluation; Writing Instruction
IDENTIFIERS- *Raskin (Victor)

Victor Raskin's taxonomy of knowledge, based on semantics theory, is adapted and applied to composition in English as a Second Language (ESL). Raskin's classification of knowledge as linguistic and encyclopedic is converted to a continuum from textual to extra-contextual, with contextual knowledge situated between the two. Textual knowledge is that relevant to understanding of grammatical aspects of the language; contextual knowledge means the awareness of inter-sentential relationships and the cumulative impact of all preceding text on cohesion and coherence; and extra-contextual knowledge refers to the elements that exceed lexical definitions, sentential rules, and compositional principles. In ESL composition, the last category of knowledge is about the American people, their social structures, cultures, expectations, values, behaviors, and language use. One ESL student's paragraph-long writing assignment is used to illustrate the three knowledge types. It is concluded that this approach provides some assistance in classifying, examining, and remedying problems commonly found in ESL composition, particularly as students from some cultures and educational backgrounds may be expected to have more or less knowledge in each area. It is emphasized that the three categories of knowledge are not distinct but exist on a continuum. A brief bibliography is included. (MSE)

ED 348 880   FL 020 618

Lems, Kristin
Language Training Reference Manual. Training Manual T0056.
PUB DATE- Jul 89
NOTE- 327p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cognitive Style; *Competency Based Education; *Curriculum Design; Curriculum Development; Educational Needs; Educational Strategies; Language Tests; *Learning Strategies; Learning Theories; Lesson Plans; Needs Assessment; Older Adults; Second Language Instruction; Second Language Learning; *Second Languages; Teaching Methods; Volunteer Training
IDENTIFIERS- ACTFL Oral Proficiency Interview; *Monitor Model; Natural Language Processing; Peace Corps

The manual is designed as a reference on second language teaching and curriculum development for Peace Corps language trainers and language training coordinators. The first section, on language learning theory, introduces competency-based curriculum, describes the natural approach to language learning (the approach used throughout the manual), explains the "monitor model" of language learning, and describes various learning strategies, with examples of classroom activities suitable for each. Four language-learning skills and activities illustrating them are also presented. The section concludes with a discussion of language learning by the older adult, which offers some guidelines for successfully training this

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Church Related Colleges; *College Credits; College Students; Community Organizations; *Community Services; Experiential Learning; Higher Education; *High School Equivalency Programs; *Homeless People; Program Development; School Community Relationship; Student Attitudes; *Student Participation; Tutorial Programs; *Volunteers
IDENTIFIERS- *Marymount Manhattan College NY

The report describes a 2-year project at Marymount Manhattan College (New York) to develop and implement a community service program which provides student participants with tuition credits. Students served in either a shelter for homeless women or with a tutorial program for adults preparing for the high-school equivalency examination. The report relies on quotes from student logs to demonstrate the program's effectiveness in enriching the lives of both students and community recipients of student services. Suggestions for similar programs include ensuring appropriate supervision and making the internship course more accessible to all students. (DB)

ED 348 899 HE 025 466

Project Daylight.
PUB DATE- 92
NOTE- 56p.; This report is part of a collection of programs, policies and curriculum developed by members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions initiated by the Department of Education, Office of Education Research and Improvement in response to the 1989 Drug Free Schools and Communities Act. For related documents, see ED 332 572-593, ED 337 115-125 and ED 343 536.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; American Indians; Drug Abuse; Drug Education; *Health Promotion; Higher Education; Policy Formation; Prevention; Recreational Activities; Recreational Programs
IDENTIFIERS- *Network for Drug Free Colleges; Northern Arizona University; Project Daylight AZ

This document describes a Northern Arizona University (NAU) program, Project Daylight, which is a comprehensive intervention and prevention program for alcohol and substance abuse problems on campus. The project involves the entire University community and is designed to be a total, comprehensive strategy. It involves faculty education, staff and student leadership training, counseling and intervention services, support groups, and wellness education. The design of the wellness education component is organized around the traditional medicine wheel symbol with eight wellness program areas for the general student population. The use of that symbol and other aspects of the program takes direction from the Native American culture as the student population includes many American Indians. Included in the description are a report listing statutes authorizing the project, plan of operation, needs assessment, key personnel, resources, evaluation, and the uniqueness of the program. Included as an appendix are copies of student surveys for 1989-1992, and three brochures for Project Daylight describing recreation activities at the NAU campus, services available through Project Daylight, and student comments on how they meet friends, socialize, and deal

learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; College Preparation; *College School Cooperation; *Cooperative Programs; *Curriculum Development; *Curriculum Enrichment; Educational Cooperation; Ethnic Groups; Higher Education; *Institutional Cooperation; Intermediate Grades; Minority Groups; Program Development; Program Evaluation; Qualitative Research; Secondary Education; State Universities; Student Recruitment; Teamwork
IDENTIFIERS- California; California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This document contains two studies of California curriculum enhancement projects designed to develop academic partnerships between secondary and postsecondary institutions and improve the academic preparation of students. The first study provides a qualitative evaluation of 20 projects funded by the California Academic Partnership Program (CAPP) during the first funding cycle (1984-1987). It examines characteristics which contribute to effective partnerships, successful methods for achieving curriculum enhancement goals, methods for reaching specific CAPP project goals, and unintended outcomes. It also outlines recommendations for effective partnership relationships. The second study emphasizes CAPP's role in motivating students underrepresented in postsecondary education due to historical, economic, or geographic factors, and describes a set of 10 curriculum enhancement projects. This study's findings focus on effective administrative structures, promoting faculty-to-faculty interactions, enhancing school curriculum, communicating effectively, involving parents, sharing costs, and ensuring institutionalization. It also concludes with recommendations for effective partnership development. Appendices include California Assembly Bill 2398, lists of CAPP curriculum enhancement projects, and materials used in program evaluation. Contains 14 references. (GLR)

ED 348 917 HE 025 754

Serpe, Richard T.; And Others
CSU Faculty Workload Study. Final Report.
PUB DATE- 30 May 90
NOTE- 367p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; College Instruction; Colleges; Comparative Analysis; *Department Heads; Ethnic Groups; *Faculty Workload; Higher Education; *Job Satisfaction; *Part Time Faculty; Sex Differences; State Universities; Teacher Attitudes; Teaching Conditions; Universities
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report presents findings of a study that compared faculty workloads and the activities of department chairs and temporary faculty both within and between the California State University

appended. (ALF)

ED 348 935 IR 015 576

Olson, John
Computers and Conceptual Change.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the International Conference on Technology and Education (9th, Paris, France, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Concept Formation; Elementary School Science; *Elementary School Students; Foreign Countries; Intermediate Grades; *Microcomputers; *Science Instruction; Student Attitudes; Teaching Methods
IDENTIFIERS- *Learning Environments

A systematic study was conducted with a group of 10- to 12-year-olds using computer assisted instruction in a unit on fire which included a computer simulation of combustion. Three research questions were addressed to learn more about how the computer experience challenged the students' preconceptions: what the students thought the computer knew, what they knew about burning, and how they learned from the computer. Sixteen students were interviewed about the actual study of combusion (by putting candles in jars) and the simulation of this process on the computer, and their attitudes toward classroom experiments versus computer simulation were noted. The students' responses were analyzed to examine the interaction between real and simulated science experiments and ways in which each can be used to stimulate concept formation and conceptual development in science. Results indicate that teaching methods that rely solely on computer simulation may overlook the fact that students have preconceptions concerning science which must be addressed in order for learning to occur. It is concluded that, although simulations can contribute to conceptual change, they must be used in conjunction with traditional teaching methods. (DB)

ED 348 936 IR 015 577

Braswell, Ray; Brown, Jennifer
Use of Interactive Videodisc Technology in a Physical Education Methods Class.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Higher Education; Hypermedia; *Interactive Video; *Learner Controlled Instruction; *Microcomputers; *Physical Education; Preservice Teacher Education; *Programed Instruction; Sex Differences; Student Attitudes; Time on Task

This study examined the use of interactive videodisc technology in a physical education methods course. It was designed to: (1) evaluate the use of interactive videodisc technology by physical education majors; (2) describe the amounts and type of control utilized by learners using interactive videodisc management; (2) animal science; (3) plant and soil science; (4) food science and technology; and (5) agricultural engineering/mechanization. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. Representative problem areas include marketing agricultural products and services; financing the agribusiness; understanding the animal production industry; classifying animals; enhancing soil fertility; preventing soil erosion and managing land; processing agricultural products; adhering to government regulations; welding and metalworking; designing, building, and maintaining agriculture services; and identifying career opportunities. (YLB)

ED 348 478 CE 061 466

Horticulture Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 89
NOTE- 886p.; For related documents, see CE 061 464-467.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; Botany; *Business Administration; *Core Curriculum; Engines; *Floriculture; High Schools; *Horticulture; Instructional Materials; *Landscaping; Pests; Plant Growth; Plant Identification; *Plant Propagation; Plants (Botany); Soil Science; State Curriculum Guides; Turf Management
IDENTIFIERS- Illinois

This curriculum guide contains five units with relevant problem areas for horticulture. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. The five units are as follows: (1) horticultural business operation and management; (2) horticultural science and production; (3) horticultural mechanics; (4) landscaping; and (5) floral design. (NLA)

ED 348 479 CE 061 467

Agricultural Resources Materials for Agricultural Education Programs. Core Agricultural Education Curriculum, Central Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 90

A task force on private-public sector education in Virginia concluded that transfer and award of credit between public and private sector education providers should be facilitated. Based on the task force recommendations, the Virginia Council on Vocational Education made three recommendations to the State Board for Community Colleges and representative groups in the private sector and the military. The recommendations were as follows: (1) colleges in the Virginia Community College System should develop policies for evaluation and award of transfer credit from other postsecondary education institutions (including a process for transfer of credit from variously accredited private career schools, a process for transfer of credit from nonaccredited institutions, use of the American Council on Education's "Guide to the Evaluation of Military Experience") and should develop articulation agreements; (2) business, military, industry, and private career school providers should pursue accreditation and attempt to implement articulation agreements and to recognize transfer credits from the public sector; and (3) the Virginia Board of Education should review the recommendations of the task force and support the recommended actions. (The task force report is appended.) (KC)

ED 348 498 CE 061 709

Strands of Opportunity, Webs of Hope: Weaving a Seamless Education System for Workplace Needs. 1991 Annual Report.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Advisory Committees; Agency Cooperation; Career Education; Educational Resources; *Education Work Relationship; Elementary Secondary Education; Faculty Development; Higher Education; Integrated Curriculum; Professional Development; Public Relations; Special Needs Students; Teacher Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Maryland; Technology Education

This annual report describes the following activities of the Maryland State Council on Vocational-Technical Education: (1) mandated responsibilities; (2) integration of academic and vocational education; (3) workplace requirements; (4) serving special populations; (5) technology education; (6) image/public relations/communications; (7) career and technology teacher preparation; (8) resources for vocational-technical education; and (9) advocacy for career and technology education and liaison with related organizations. Several major recommendations are reported: (1) improve the image of vocational-technical education; (2) ensure that public higher education responds to state needs, particularly for career and technology teacher preparation; (3) strengthen technology in higher education; (4) strengthen faculty professional development for technology education; (5) improve resources for vocational-technical education; and (6) improve services by improving interagency communications. A matrix of concerns and recommendations is included, as well as 10 references. (NLA)

ED 348 499 CE 061 710

Bina, Michele
Business-Education Partnerships in California: An Overview and

esteem and self-concept of low-literate adults. Appropriate instructional strategies are the language experience approach; cooperative learning; dialogue journals; books on tape; tutor as a model for oral reading; cloze procedure; graphic organizers; Know, Want to Know, Learned; and computers. Effective assessment methods are standardized and competency tests, checklists, and portfolios. Programs that show the diversity of adult literacy programs in the United States are intergenerational adult literacy projects; Project: Learn, a literature-based adult literacy program; Siskiyou County READ (Reading, Education, and Development) Project, a rural adult literacy effort; workplace literacy programs; Project Literacy United States; and volunteer efforts. (Nine organizational sources of information and 28 references are appended.) (YLB)

ED 348 517 CE 061 737

Apps, Jerold W.
Adult Education: The Way to Lifelong Learning. Fastback 334.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Delivery Systems; *Educational Objectives; *Learning Motivation; *Lifelong Learning; *Literacy Education; Program Descriptions; Student Educational Objectives; Student Motivation; *Teaching Methods
IDENTIFIERS- Workplace Literacy

The adults who participate in classes, workshops, and other learning opportunities are as diverse as the kinds of programs in which they enroll and the reasons for which they enroll. Adult learners are multifaceted, appreciate flexibility in teaching strategies, and want a say in what they will learn. These purposes for adult education are evident: (1) to help people acquire tools for physical, psychological, and social survival; (2) to help people discover a sense of meaning in their lives; (3) to help people learn how to learn; and (4) to help communities provide a more humane social, psychological, and physical environment for their members. Providers of adult education can be divided into four categories: tax-supported agencies and institutions; nonprofit, self-supporting agencies and institutions; for-profit providers; and nonformal learning opportunities. Some trends and issues that the field of adult education faces in the years ahead include the emerging learning society, quality concerns, adult illiteracy, and influence of information technology. (32 references) (YLB)

ED 348 518 CE 061 738

Adult Education and Social Change: The European Network. Network of Adult Education and Community Development Schemes. Report of a Seminar (El Escorial, Spain, April 24-26, 1989).
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Community Development; Cooperative Programs; Coordination; *Educational Cooperation; Foreign Countries; *Job Training; Labor Force Development; *Networks; Rural Areas; *Social Change; Womens Education; Youth

section analysis, and includes the viewpoint of the Department of Defense. (KC)

ED 348 537 CE 061 762

Hearing on Employment and Training Needs in the Current Recession. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, One Hundred Second Congress, Second Session (Chicago, Illinois).
PUB DATE- 2 Mar 92
NOTE- 64p.; Serial No. 102-93. Several pages of testimony will photocopy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adults; Economic Development; *Employment Problems; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; *Job Development; Job Skills; Job Training; *Unemployment
IDENTIFIERS- Congress 102nd; Illinois (Chicago)

This document records the oral and written testimony of persons participating in a U.S. House of Representatives hearing on employment and training needs during the current recession. Testimony was given by leaders of youth education and jobs programs, congressional representatives, a college president, and several unemployed workers. Witnesses said that the recession has hit the country very hard, that millions of good jobs have been lost and will not be restored, and millions of people are likely to remain unemployed. Job losses have affected all sectors of the economy, white collar as well as blue collar. Some witnesses supported education and employment programs, such as those authorized in H.R. 4122, which would create jobs to rebuild the public infrastructure, and H.R. 4175, which would set aside funds for public works projects that would in turn create jobs. Recommendations were also made for improving jobs and education programs for poor and minority group youths. (KC)

ED 348 538 CE 061 763

Technical Education, Work Force Training, and U.S. Competitiveness. Hearing before the Subcommittee on Technology and Competitiveness of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (September 17, 1991).
PUB DATE- 92
NOTE- 335p.; Contains some small type that may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Federal Legislation; Hearings; *Labor Force Development; *Manufacturing; Postsecondary Education; *Productivity; Secondary Education; *Technical Education; *Technological Advancement
IDENTIFIERS- Congress 102nd

This document records the oral and written testimony given at a U.S. House of Representatives subcommittee hearing on technical training and productivity. Witnesses who provided testimony included an official of the National Science Foundation, several administrators of manufacturing companies, a representative of community colleges, and representatives of

(Education); *Bachelors Degrees; *Degree Requirements; Experiential Learning; Foreign Countries; Job Skills; Nontraditional Education; Postsecondary Education; Required Courses; *Student Certification; *Technology; Transfer Policy; Work Experience
IDENTIFIERS- *England; *Technological Baccalaureate (England)

The Technological Baccalaureate (TechBac) is a new award that aims to achieve parity of status between academic and vocational qualifications in England. It is designed primarily to be awarded to people aged 18-19. The number of British students who stay in full-time education at 16 is lamentably below figures for other advanced countries. In England, 60% of children leave full-time education at 16; in Japan 4%; and in Germany and the USA about 10%. Since it is based on achievements rather than courses, evidence from different experiences, including work, can be used to satisfy its requirements. This makes the TechBac suitable for mature students. Credit can be transferred from training courses, work experience, or awards of other bodies. Units of credit obtained via assessment for TechBac can be transferred to any occupational or academic award to which they are relevant. Certification is available at three levels. It has a four-part curriculum specification, including a common core of technological and communication units. Students must complete various sections to obtain different levels of certification. Students may choose whatever emphasis--academic, technical, vocational, or artistic--is appropriate to their talents and intended occupational areas. Learning is related to the technological design process and the individual's target level of qualification; the acquisition of knowledge is always related to learning "how to." The TechBac framework draws upon existing and proposed national qualifications and provides an entry point into further education, higher education, training, or employment. (Appendixes include a list of occupational areas within the TechBac and questions and answers.) (YLB)

ED 348 557 CE 061 804

Gillmon, Eve
Keyboard Proficiency: An Essential Skill in a Technological Age. Number 2.
PUB DATE- Sep 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Computer Oriented Programs; Foreign Countries; Information Systems; Job Skills; Junior High Schools; *Keyboarding (Data Entry); *Technological Advancement; *Typewriting; Word Processing
IDENTIFIERS- England

A structured keyboard skills training scheme for students in England should be included within school curricula. Negative attitudes toward keyboard training prevail in schools although employers value keyboard application skills. There are several reasons why keyboard proficiency, which facilitates the efficient input and retrieval of text and data, is needed in today's technologically advanced society: imputing and extracting text and data is a fundamental part of information technology; there is a need for efficient text input skills; and these skills enable the highest standards of text presentation available. Structured training in the skill is required because touch-typing is a complex psychomotor skill;

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; National Assessment of Vocational Education

This publication summarizes presentations and discussions from a conference that addressed specific issues in the National Assessment of Vocational Education and in the 1990 Perkins Act that mandated the assessment. Introductory materials include a summary of consensus issues from the conference (David Boesel), welcoming remarks (Bruno Manno), and an outline of the conference's purpose (Boesel). Summaries of six panels (presentations and discussion) follow. "Panel 1: Legislative Intent" highlights the purposes of the legislation. "Panel 2: Effects of the Perkins Act on Policy and Practice" summarizes five presentations on state administration of vocational education programs, local practices, secondary and postsecondary articulation, and postsecondary policy and practices. "Panel 3: Funding Issues" summarizes four papers on expenditures for program improvement, funds allocation, funding formulas, and the postsecondary level. "Panel 4: Student Outcomes" includes seven presentations on assessing academic outcomes, success of the school-to-work transition, relevance of vocational training to subsequent employment, occupations and earnings, and employer satisfaction. "Panel 5: General and Special Programs" summarizes five presentations on correctional institutions, tribal institutions, flexibility of delivery systems, and access. "Panel 6: Academic and Vocational Issues" summarizes five presentations on teacher preparation, the effect of accountability on service delivery, the extent and success of integration of academic and vocational curricula, and the effect of educational reform on vocational education. (YLB)

ED 348 577 CE 061 839

App, Anne H., Comp.
The Design Conference for the National Assessment of Vocational Education (Washington, D.C., March 13-15, 1991). Papers.
PUB DATE- Mar 91
NOTE- 272p.; For related summary proceedings, see CE 061 838.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Academic Education; Accountability; Correctional Education; Delivery Systems; Disabilities; *Educational Assessment; Educational Change; Educational Finance; Educational Legislation; Educational Policy; Education Work Relationship; *Federal Legislation; Followup Studies; Integrated Curriculum; National Programs; National Surveys; Postsecondary Education; *Program Evaluation; Program Implementation; Program Improvement; Resource Allocation; Secondary Education; Special Needs Students; State Programs; *Student Evaluation; Teacher Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; National Assessment of Vocational Education

This collection of 22 papers is organized by the five conference topics. "Part 1: Effects of the Perkins Act on Policy and Practice" contains five papers: "Federal Legislation as Rorschach Test: Methodological Issues in Assessing the Effects of the 1990 Perkins Act on States and Localities" (Grubb); "Effects of the 1990 Perkins Act on State Administration and Policy" (Herriage); "A New Vision for Vocational Education: Assessing Implementation of the 1990 Perkins Act" (Rosenstock); "The Effects of Federal Requirements Regarding Articulation between Secondary and Postsecondary Vocational Education

View working papers for the field; or (4) was not to be taken seriously as being in competition with the Student Personnel Point of View. As measured against the four basic components necessary for building a professional philosophy, student development cannot, in any way, be said to be a professional philosophy. To keep insisting that student development is philosophy is to swim against the current of our own evidence. Until such time that the inter-associational commitment and the wherewithall to forthrightly address the task of building a professional philosophy worthy of the name are developed, student development will have to take a back seat to the Student Personnel Point of View as representative of the field's basic philosophy. (ABL)

ED 348 596 CG 024 414

Rogers, Russell R.
Student Development as Theory.
PUB DATE- 19 Mar 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American College For related papers, see CG 024 413-416.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Student Development; *Student Personnel Services; *Student Personnel Workers; *Theory Practice Relationship

Student development theory has been adopted as the guiding theoretical framework of the student affairs profession. Unfortunately this adoption has largely occurred without a critical analysis of the concept of student development as a gestalt. A case can be made that for the most part the theories of student development are logically coherent in and of themselves even though when somewhat esoterically assembled into eclectic groupings they are not necessarily coherent. In terms of the generalizability of student development theories, a number of concerns are evident which result from the changed and changing nature of today's college student population, including lack of updating; studies with small, socioeconomically homogeneous samples; and questions about the generalizability of student development theories in light of the call to celebrate diversity. Some theories are based on tautologies and are not testable. Interventions based on a particular student development theory may no longer be adequate to produce the desired change or outcome in a given student group. Student development theories have increased the understanding of individuals in the college environment and also have stimulated additional research in the field. There is a continuing question of whether specific theories apply to diverse student populations. Perhaps the most serious concern is that of eclecticism without theory and hence without logical coherence. (ABL)

ED 348 597 CG 024 415

Stamatakos, Louis C.
Critique of Student Development Literature.
PUB DATE- 19 Mar 91
NOTE- 9p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991). For related papers, see CG 024 413-416.
LANGUAGE- English

psychological and cultural factors may influence a person's level of moral reasoning, most work in this area has been conducted among relatively well educated persons in so called advanced societies. These two studies investigated stages of reasoning about moral dilemmas among nonliterate and unschooled adults in a rapidly changing society in a Mexican border city. Uneducated adults (N=34) participated in the first study. Dilemmas in which two or more principles were at stake were presented. The study located people functioning at stage 3/4 (the stage of formal operations). These persons differed from others in terms of exposure to different cultural and organizational contexts and responsibility for others' welfare as leaders. Based upon the hypotheses derived from this first study the second used a 2 by 2 by 2 factorial design to examine moral reasoning among high and low socioeconomic status Mexican high school students (N=30), with high or low contact with another culture, who were or were not identified as leaders. As predicted, results suggested that higher socioeconomic status and leadership are associated with higher stages of moral reasoning. For leaders, crosscultural contact facilitated reasoning at a higher stage. For nonleaders, it did not. Crosscultural contact by itself had no effect. (Author/ABL)

ED 348 615 CG 024 433

Barrs, Steve; And Others
Winning. A Student Notebook and A Teacher's Guide.
PUB DATE- 87
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; Elementary School Students; Foreign Countries; Intermediate Grades; Language Acquisition; Nontraditional Education; *Self Esteem
IDENTIFIERS- Canada; Northwest Territories; *Winning

The stated goal of this student notebook and teacher's guide are: (1) to develop in students an understanding of the concepts related to becoming a well-adjusted human being who can feel "ok" about himself/herself and "ok" about others; (2) to develop in students decision making and problem solving skills related to the concept of winning; (3) to develop in students an attitude which fosters the concepts that students are responsible for their own actions; and (4) to reinforce the language that the students require to understand and to talk/write about this topic. The unit is designed for alternative programs students at a grade level of approximately grades 4-6. It uses the language development approach. These units are included: (1) We Can Be Winners in Many Ways; (2) Winning Can Be an Individual Effort, A Team Effort or Both; (3) If You Think about It, You May Be a Winner Even When It Seems You're Not; (4) Sometimes When You Think You Are a Winner You May Not Be; (5) Feel Good about Yourself When You Win, But Consider the Feelings of Others; (6) When Others Win They Should Consider Your Feelings; (7) Sharing Your Winning with Others Makes You a Bigger Winner; and (8) Everyone Can Do Things To Become More of a Winner. (ABL)

ED 348 616 CG 024 434

Carrier, Lawren A.

This guide is designed to assist educators in meeting behavior challenges by focusing on four key areas that impact significantly on behavior in schools: (1) communication: the process of making one's feelings and opinions known to others and discovering the feelings and opinions of others; (2) expectations: the academic, behavioral, attitudinal, and emotional performance anticipated to be exhibited by individuals; (3) issues: exhibited attitudes or behaviors that are symptoms of more deeply-rooted problems; and (4) values: qualities that have worth, usefulness, importance, and desirability. Each individual section of the document is devoted to one of these groups: teachers; administrators; parents; and students. Each section includes an introduction, communication skills checklist, expectations checklist, issues checklist, values checklist, and strategies, approaches, and activities designed to assist teachers in dealing with different kinds of behavior problems. The last section of the manual gives guidance to school personnel regarding assistance for severely behavior-disordered students. It includes the kind of information the school should make available to agencies; how to access specialized services; the type of assistance to look for from outside agencies; and the role of the parent(s) in an out-of-system referral. (ABL)

ED 348 635 CG 024 453

Sullivan, Cheryl Granade
How To Mentor in the Midst of Change.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Helping Relationship; *Mentors; Program Content; Program Design; Well Being

This booklet is designed to provide resources, insights, and descriptions about concepts, approaches, activities, and ideas associated with mentoring. Following a brief introduction, the booklet is divided into five sections. The first section discusses concepts of mentoring, focusing on the ambiguous and fluid nature of mentoring. The second section describes approaches to mentoring, summarizing four specific programs. It also discusses the who, what, when, and where of mentoring programs. Activities for mentoring are discussed in the next section These include determining goals; listening; building rapport; sharing information and sources; laughing and crying; speaking the native tongue; challenging for high achievement; identifying strengths and weaknesses; coaching for development; providing appropriate support; developing the mentoring abilities of others; and redefining the mentor's role. Ideas and ideals for mentoring are discussed in the fourth section, focusing on getting and keeping the vision. The final section discusses making a plan for mentoring. Twenty-two references are included. (ABL)

ED 348 636 CG 024 466

Halstead, Richard W.; And Others
College Student Knowledge, Attitudes, and Risk Tolerance toward Safe and Unsafe Sexual Behaviors.

Hoffman, Janet B.
Once upon a Time--Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.
PUB DATE- Mar 92
NOTE- 164p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Beginning Reading; Early Childhood Education; Early Parenthood; *Intergenerational Programs; Parent Child Relationship; Parent Participation; *Parents as Teachers; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; Reading Programs; Reading Research; *Young Children
IDENTIFIERS- Emergent Literacy

An intergenerational literacy program was developed for 40 teenage parents and their children enrolled in an alternative education center. The program was designed to empower teenage parents to develop the emerging literacy of their children while reducing their own literacy deficiencies. The Once upon a Time-Together program acquainted teenage parents with the benefits and strategies of reading aloud, the selection of developmentally appropriate storybooks, and the services of the public library. Time was provided for the parents to read aloud to their children. Critical thinking skills were initiated by teaching the parents story structure and by using the computer to write original storybooks. Motivational rewards were included in the form of preparing and enjoying culinary creations of storybook characters and plots. Results were measured by comparative analysis of pre- and post-statistics of a parent diagnostic reading instrument, parent surveys, portions of the Brigance Inventory of Early Development, and audio, video and journal documentation. The statistical results indicated a positive influence of reading aloud on the child and the parent. Surveys indicated increased book ownership and time spent reading aloud together. (Forty-eight references, and 19 appendixes of consent forms, survey instruments, data, and instructional material are attached.) (RS)

ED 348 656 CS 011 005

Johns, Jerry L.; VanLeirsburg, Peggy
Portfolio Assessment: A Survey among Professionals. Literacy Research Report No. 1.
PUB DATE- Aug 90
NOTE- 11p.; For a related document, see ED 335 668.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Portfolios (Background Materials); Questionnaires; *Student Evaluation; Surveys; *Teacher Attitudes
IDENTIFIERS- Alternative Assessment; Teacher Surveys

A study examined the views of education professionals toward four aspects of portfolio assessment: general knowledge, theoretical bases, contents, and practical problems. Subjects, 128 elementary teachers, secondary teachers, special reading teachers, and administrators attending a June 1990 reading workshop, completed a survey. Results indicated that: (1) there was little general familiarity with the concept of portfolio assessment; (2) most agreed with its theoretical bases (authentic, continuous, multidimensional, and collaborative);

objectives and instructional targets for grade 5, and explanation of purpose/mode at grade 5, and eligible types of writing at grade 5. (SR)

ED 348 676 CS 213 476

Nydahl, Joel
An Experiment in Computer Ethics: Clustering Composition with Computer Applications.
PUB DATE- May 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on Computers and Writing (8th, Indianapolis, IN, May 1-3, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; Computer Literacy; Course Descriptions; *Electronic Mail; Ethical Instruction; *Freshman Composition; Higher Education; Instructional Effectiveness; Interdisciplinary Approach; *Student Attitudes
IDENTIFIERS- Babson College MA; *Computer Ethics

Babson College (a school of business and management in Wellesley, Massachusetts) attempted to make a group of first-year students computer literate through "clustering." The same group of students were enrolled in two courses: a special section of "Composition" which stressed word processing as a composition aid and a regular section of "Introduction to Information Systems" (a course in which students learn various software packages). The composition course was structured around four sub-themes: technology and the shaping of society; gender issues; issues in education; and ethics and computers in business. Students wrote one essay on each sub-theme. Students were allowed to write on computer-related topics or to branch out to other related issues. Students were introduced to some of the legal and ethical issues brought about by computers (and were encouraged to write informally as much as possible) by using electronic mail (e-mail) as much as possible. Students developed close, friendly relationships through e-mail. As a result of taking the cluster, students believed they were introduced and sensitized to ethical, legal, and moral implications of computer use. The faculty found livelier and more informed class discussions than in non-clustered classes as well as an improvement in the quality of student papers. Students also became enthusiastic users of e-mail, unlike their fellow students who did not take the cluster courses. (RS)

ED 348 677 CS 213 478

Urowitz, Jack; Bozzato, Eva
Today's Student Is Tomorrow's Citizen.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Foreign Countries; Grammar; Heuristics; Higher Education; Language Role; *Rhetoric; Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- Cultural Literacy

discussed ancient rhetoric exclusively in terms of producing written texts. However, the most important aspect of rhetoric was its oral performative nature. This discovery can inform and enrich the art of contemporary textual composition. As numerous critics have argued, the consciousness of a culture is largely shaped by its media, and in ancient Greece, this medium was the spoken language. A dramatic tension existed between spoken and written language. The various parts of rhetoric, such as ethos, pathos, style, delivery, and so on, were conceived of as entirely a part of the performative matrix. For today's classroom, an ongoing interaction between the individual engaged in the composing process and the emergent text is similar to the connection between performance and text in ancient rhetoric. As at various times throughout the history of rhetoric, today's society is a culture complicated by the interaction of distinctive media, and in this context, writing instructors may be ready for a revival and reassessment of ancient rhetoric as a performative art that is oral, textual, and visual all at once. (HB)

ED 348 696 CS 213 511

DeNight, Shawn
Detecting and Correcting BEV Features in Writing through Silent and Oral Proofreading.
PUB DATE- Aug 92
NOTE- 20p.; Paper presented at the International Conference on Critical Thinking and Educational Reform (12th, Rohnert Park, CA, August 9-12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Dialects; *Error Correction; Grade 11; High Schools; *Oral Reading; *Proofreading; *Silent Reading; *Writing Improvement; Writing Research
IDENTIFIERS- Error Detection

The purpose of this study was to examine whether proofreading a text aloud was more effective than silent proofreading in helping Black English Vernacular (BEV) speaking students to locate and correct dialect features in writing. The study was divided into two parts. In the first part, 29 11th grade BEV-speakers edited three teacher-produced texts, one through silent proofreading, another by oral proofreading, and a third by listening to the teacher read the text aloud. In the second part of the study, 12 of the 29 subjects proofread excerpts from their own writing using both an oral and a silent proofreading strategy. When controlling for order and repetition effects, means of the number of errors located and corrected for the different types of proofreading were substantially the same. The results indicate that oral proofreading is not more effective than silent proofreading as an editing strategy. The findings suggest that while different proofreading strategies do help BEV-speaking students to find some of the errors in their own writing, all such strategies were of marginal effectiveness--fewer than 20% of student-produced errors were detected. One conclusion to be drawn from this may be that results of such activities do not warrant large investments of class time for this practice. (Two tables of data are included; 18 references are attached.) (Author)

ED 348 697 CS 507 837

Miller, Jerry L.

PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Elementary Secondary Education; *Federal Legislation; Grants; *Limited English Speaking; Principals; Program Effectiveness; *School Districts; Special Needs Students; Superintendents
IDENTIFIERS- *Bilingual Education Act 1968; *Capacity Building

The Title VII Bilingual Education Act was enacted in 1968 and reauthorized in 1988 to counteract the low academic achievement of limited-English-proficient students (LEPs). Through a competitive grant program, funds are provided to local education agencies (LEAs) to establish programs to serve LEP students. Based on findings of a national study that examined the impact of Title VII grants on LEA capacity building, i.e., the institutionalization of effective strategies for serving LEP populations, this paper describes respondents' perceptions of the capacity-building effectiveness of their districts. Four self-administered questionnaires were mailed to 201 superintendents, 204 project directors, and 322 principals from 550 school districts with project grants for the 1987-88 academic year. A total of 205 usable responses were obtained. Approximately one-half of the three groups combined reported that their districts' capacity-building efforts had been very effective. However, the majority of principals rated their districts as "somewhat effective." Each group shared similar and accurate perceptions of program accomplishments, which included identifying and assessing LEP students, recruiting and training bilingual staff, developing bilingual materials, integrating students with regular instructional programs, and securing mainstream support. Two tables are included. (LMI)

ED 348 717 EA 024 157

Kanfer, Ruth
Education from a Workplace Perspective: Issues of Self-Management.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competence; Economic Impact; Elementary Secondary Education; Human Capital; *Job Skills; *Labor Force; *Labor Force Development; Organizational Effectiveness; *Productivity; Work Environment

Changing conditions in the workplace and the impact of these changes on the individual worker are examined in this paper, which also discusses the implications of these changes for education and training. Major workplace trends likely to continue through the year 2000 include changes in work force demographics, in the industry mix, and in the nature of jobs. These developments suggest that students entering the work force during the next decade will need self-management skills and work orientation. The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills' (SCAN's) approach to

PUB DATE- 92
NOTE- 35p.; Some colored ink may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Cognitive Development; *Educational Quality; *Excellence in Education; Instructional Improvement; Junior High Schools; Learning Processes; *Learning Strategies; *Middle Schools; *Thinking Skills

Guidelines for improving teaching and learning for all students in the middle grades are provided in this document. Following an introduction and discussion of the significance of higher order learning for early adolescence, a set of 11 principles to improve the education of all middle-grade students is presented. Based on a review of research and restructuring efforts in the United States, each section pertaining to an individual principle describes strategies used by state and local initiatives nationwide. The principles recognize the differential rates of student development and promote higher order learning through curriculum development, teacher preparation, diverse teaching approaches, assessment, professional development, and better access to health and support services. A conclusion is that states must recognize the middle grades as a unique unit of learning and establish specific goals for learning. A list of resources is included. (Contains 24 references.) (LMI)

ED 348 739 EA 024 198

Retirement and Retiree Health Benefits Provisions Survey, 1990-91.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Retirement; Elementary Secondary Education; Government Employees; Health Care Costs; *Health Insurance; *Personnel Policy; *Retirement Benefits; Statewide Planning; *Teacher Employment Benefits; *Teacher Retirement

Findings of a national survey that examined retirement and retiree health benefits provisions are presented in this document. A 1990-91 survey mailed to all state and local retirement plans in which education employees participate elicited responses from 53 state-sponsored and 5 local-sponsored plans (representing a total active membership of 6.4 million employees). The latest in the National Education Association's 20-year-old series, this report includes a section on health benefits provisions, with 24 of the plans reporting a health insurance option for retirees. Characteristics of plans for education employees only and those for all public employee retirees and their varying benefits are described. The following other areas are discussed: retirement eligibility (normal retirement age, early retirement age, vesting, portability); legislation and governance (composition and authority of boards of trustees, recent pension legislation); and funding (employee and employer contributions, investment policies). Thirty-one tables are included. Appendices contain benefit formula/accrual rates, retirement eligibility requirements, employee and employer contribution

ED 348 759 EA 024 227

Stiller, Jerome D.; Ryan, Richard M.
Teachers, Parents, and Student Motivation: The Effects of Involvement and Autonomy Support.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Junior High Schools; Learning Motivation; *Parent Influence; *Parent Participation; *Personal Autonomy; *Student Motivation; *Teacher Influence

Findings of a study that examined the relationship of students' perceptions of parents' and teachers' involvement and autonomy support to student motivation are presented in this paper. Based on a larger process model of academic achievement (Ryan and Stiller 1991), students' perceptions of parent and teacher autonomy support and involvement were hypothesized to predict student engagement, use of positive coping strategies, control understanding, and self-regulation. A questionnaire was administered to 208 male and 190 female seventh-graders and to 194 male and 163 female eighth-graders. Findings indicate that teacher and parent involvement were primary predictors of academic achievement, with teacher and parent autonomy support accounting for additional variance. Although teacher influences were more predictive of academic outcomes than those of parents, parents had an additional and important bearing on student experience. An academic environment that was experienced as providing student choice had the most impact on all four dependent variables of student motivation. A recommendation is made to utilize educational and community-based strategies that enhance teacher and parent involvement, with a focus on actively supporting student autonomy. Three tables are included. (Contains 23 references.) (LMI)

ED 348 760 EA 024 228

Model Guidelines for the Wearing of Uniforms in Public Schools. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 27.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; *Dress Codes; Elementary Secondary Education; Policy Formation; Program Implementation; *Public Schools; School Districts; *School Policy; State Legislation; *State Standards; Student Behavior; Student Rights
IDENTIFIERS- *School Uniforms; *Virginia

Guidelines for the development and implementation of a public school uniform policy are presented in this document. Written during spring 1991 in response to Virginia House Bill 1206, which directed the state board of education to develop model policy guidelines by January 1, 1992, the suggestions serve as a practical guide for planning, implementing, and evaluating a school uniform program. Methodology involved a literature review and a nationwide survey of seven school systems with public school uniform programs. Guidelines also address parental and community involvement, constitutional concerns of

Specialists; Resource Materials; *Special Education; Special Education Teachers; Special Libraries; State Surveys
IDENTIFIERS- *Michigan Special Education Learning Materials Ctr

This study evaluated the current status and utilization of the Michigan Special Education Learning Materials Centers (SELMCs) mandated in 1970 by the State of Michigan 75th legislature and designed to assist administrators in future decision making. Twenty-two SELMC contact persons and 368 special educators were separately surveyed. Major results of the teacher survey indicated that half had no knowledge of SELMCs and 19 of the remainder had no SELMC in their area. The remaining 148 teachers indicated that: (1) they had used the SELMC often; (2) they had little involvement in media selection; (3) the SELMC offered inservice workshops; (4) the SELMC holdings were adequate; and (5) SELMC staff provided little support for their instructional planning needs. Of the SELMCs surveyed, 15 were active and 7 inactive. Of active SELMCs, most used federal grant funds and communicated with teachers via catalogs, newsletters, and word of mouth. Most used a computer or combination card catalog/computer system to maintain their holdings. Most holdings (78,787 items in the SELMC system statewide) are print materials, multi-media kits, films/videotapes, and microcomputer software. Over three-quarters of the holdings and over 90 percent of the circulation was accounted for by three SELMCs. Appended are a listing of the SELMCs, a state map with SELMC locations, a listing of instructional personnel, and SELMC evaluation criteria. (Contains 17 references.) (DB)

ED 348 781 EC 301 401

Capper, Colleen A.
Exploring the Influence of Community Socioeconomic Class, Location, and Culture on Effective School Linkages for Preschool Students with Disabilities.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; American Indians; *Disabilities; Disadvantaged Environment; Educational Policy; Educational Practices; Preschool Education; Principals; *Rural Education; *School Effectiveness; *Socioeconomic Influences; *Suburban Schools; *Urban Education

This study explored how community socioeconomic class, setting (rural, small-town, suburban, or urban), and culture influence effective school linkages for preschool children with disabilities. The study utilized a model of school success based on effective schools research. The study analyzed data previously reported for four school districts in a midwestern state and an additional site. School districts represented a suburban affluent setting and four economically disadvantaged settings (urban, small town, rural, and a Native American Indian reservation). The investigator observed all classes serving preschool children with disabilities that included in-depth observation of one 3-year-old child per classroom. Analysis indicated that effective school linkages differed among the five communities with some linkages similar and others distinctly different between low and high socioeconomic level communities and between urban/suburban and rural/small-

ED 348 800 EC 301 420

Poulsen, Marie Kanne

Schools Meet the Challenge: Educational Needs of Children at Risk Due to Prenatal Substance Exposure.

PUB DATE- 92

NOTE- 56p.; A product of the Resources in Special Education project.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Agency Cooperation; At Risk Persons; Child Psychology; Delivery Systems; *Drug Abuse; *Early Intervention; Elementary Education; Environmental Influences; Family Programs; Handicap Identification; *Perinatal Influences; *Prenatal Influences; Preschool Education; Student Characteristics; *Substance Abuse

IDENTIFIERS- Early Identification; *Fetal Drug Exposure

This report is intended to serve as a reference for educators and service providers providing early intervention services and family support to children who have been prenatally substance exposed. The first two sections present information on the extent of the problem noting that 1,200,000 American women of reproductive age use cocaine, alcohol, marijuana, or nicotine in dangerous quantities. Prenatal and neonatal biological risk factors as well as maternal perinatal risk factors are then identified. The following section considers infant neurodevelopmental factors associated with substance abuse. A discussion of environmental risk factors follows including the importance of the postnatal social environment, families with multiple risks, children in foster care, and dysfunctional parent-infant units. Developmental outcomes and behavioral and learning characteristics of the child at risk due to substance exposure are then summarized. A major section considers service delivery issues. These include family centered service delivery, comprehensive coordinated interagency services, early identification of psychosocial and developmental risks, infant-family intervention services, and expanded preschool and elementary preventive education. The final section looks at California intervention programs and research including a "Program Model for Families with Infants and Toddlers Prenatally Substance Exposed," a kindergarten program for 4-year-olds at risk, and a study of educational needs of prenatally drug-exposed children. (Contains over 100 references.) (DB)

ED 348 801 EC 301 422

Winget, Patricia, Ed.; Kirk, Joyce, Ed.

The California Strategic Plan for Special Education: Ours for Tomorrow.

SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.

PUB DATE- 91

NOTE- 41p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Delivery Systems; *Disabilities; Educational Assessment; Educational Objectives; Education Work with disabilities are excluded from educational data collection systems, policy makers do not have an adequate set of information from which to make policy decisions. The report lists points at which exclusion occurs, and states that an estimated 40% to 50% of school-age students with disabilities are excluded from such national data collection programs as National Assessment of Educational Progress and the National Education Longitudinal Study. The report points out that estimates of exclusion in state assessment programs are largely unavailable. Steps toward including students are listed, such as developing assessment modifications, accommodations, or alternatives; increasing inclusion of students with disabilities during instrument development; and developing more inclusive definitions of sample eligibility. (JDD)

ED 348 820 EC 301 442

Starting School Ready To Learn: National Education Goal 1 and Students with Disabilities. Brief Report 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Early Intervention; *Educational Objectives; High Risk Students; Learning Readiness; Preschool Education; Public Policy; *School Readiness; Student Needs
IDENTIFIERS- *National Education Goals 1990

This brief report cites data that indicate the need for increased efforts to achieve the first of six National Education Goals proposed by the President and the Governors in 1990. The first goal states that "By the year 2000, all children in America will start school ready to learn." The grade given to goal 1 is "incomplete" because of insufficient data. Only half of all children with disabilities ages 3-5 attend preschool programs. This conclusion is based on unpublished tabulations from the Early Childhood Component of the 1991 National Household Education Survey. Services for children age 5 or younger who have special needs are being expanded yearly in view of estimated increases in numbers of children needing services. In 1990-91 approximately 400,000 children with disabilities, ages 3-5, participated in preschool special education progams and approximately 200,000 infants and toddlers, ages 0-2 years participated in early intervention programs. The report briefly outlines services available for young children with disabilities, the number of children receiving services and their geographic distribution, parent involvement, nutritional and health needs, and the need for additional information. (JDD)

ED 348 821 EC 301 443

Increasing the High School Graduation Rate: National Education Goal 2 and Students with Disabilities. Brief Report 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Countries; Grading; Language Aptitude; Language Patterns; Language Research; *Linguistic Theory; Listening; Mental Retardation; *Oral Language; Second Language Instruction; Second Language Learning; *Second Languages; *Self Expression; Student Evaluation; Teacher Student Relationship; Transfer of Training; Written Language

Selected papers from the annual meeting of the British Association for Applied Linguistics include the following: "The Scope of Applied Linguistics" (a brief introduction by Paul Meara); "Grading and Professionalism in ELT (English Language Teaching)" (Gillian Brown); "'The Arm of the Chair Is Where You Use For To Write': Developing Strategic Competence in a Second Language" (Elaine Tarone); "Language Production-Language Contact: The Significance of Learners' Speech" (Hans Dechert); "Towards an Alternative Model of Second Language Learning" (Jill Bourne); "Interpretations and Explanations in Discourse: Modes of Advising in Family Planning" (C. Candlin, J. Lucas); "Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child" (Susan Edwards); "Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations" (Liz Hamp-Lyons); "Conversation as Listening Material: The Prosodic Bases of Difficulty" (Catherine Johns-Lewis); "Where Does Language Aptitude Come From?" (Peter Skehan); and "As Teacher, As Learner" (Olivia Farrington). (MSE)

ED 348 841 FL 020 442

Brown, Gillian
Grading and Professionalism in ELT.
PUB DATE- 86
NOTE- 13p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); Curriculum Design; *Difficulty Level; *English (Second Language); Foreign Countries; *Language Teachers; *Oral Language; Second Language Instruction; *Teacher Role
IDENTIFIERS- *Professionalism

As second language teaching moves away from traditional graded exercises to instruction in which communicative competence is the primary focus, exercises have become practice- and task-based, and systematic grading and diagnostic testing have disappeared. Students are sometimes being asked to perform tasks with which they would have difficulty in their own language. At the same time, the notion that the teacher can construct exercises based on theoretical principles to help with specific student skill deficiencies has been lost. However, in English language teaching (ELT) as in other disciplines, the teacher's role should be to influence learning. If the profession is shifting to a paradigm based on students cooperating in performing tasks, the tasks should be organized according to conceptual and technical difficulty. It is essential that teachers have a clear understanding of what success in a particular task consists of, including the ability to break the task down into component parts and then construct simple and intermediate versions of the same tasks so students having difficulty can make progress within a truly graded syllabus. It is time that instructional materials writers and the subject area and English language skills and promoting self-esteem, confidence, and learning motivation. The technique can also be used in science instruction. The three instruction cycles (basic, intermediate, advanced) emphasize subject matter learning with opportunities to learn from different perspectives. Each cycle or level is correlated with an area of English language proficiency (vocabulary; grammar and simple sentence structure; and science reading comprehension, respectively). The five steps of preview, exploration, discussion, exercise, and review are carried out in each cycle, fostering critical thinking, planning, predicting, interpreting, and evaluating skills while imparting science content. A brief description of the cycles and related class activities illustrates the suggested approach. A brief bibliography is included. (MSE)

ED 348 861 FL 020 533

Wigglesworth, Pierre Giles
Lessons on Ancient China for LEP Adolescents.
PUB DATE- May 92
NOTE- 172p.; M.A. Thesis, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescents; *Ancient History; Case Studies; Classroom Techniques; Cooperative Learning; *Foreign Countries; Grade 6; Instructional Effectiveness; Instructional Materials; Intermediate Grades; Lesson Plans; *Limited English Speaking; Material Development; Program Design; *Social Studies; Teacher Education; Teaching Methods; Units of Study
IDENTIFIERS- *China; Sheltered English

A unit in a Glendale, California sixth grade social studies curriculum is presented as a model for addressing two problems in the instruction of the growing population of limited English-proficient (LEP) students: (1) inadequate teacher training; and (2) shortage of appropriate, effective instructional materials. For the curriculum segment on Chinese civilization, six mandated objectives were used as the basis for six lesson plans. Methodological considerations are also discussed in some detail, focusing on the value of the sheltered approach to instruction of LEP students, specific instructional techniques for this approach, and the use of cooperative learning techniques and projects. Case studies illustrating the effectiveness of cooperative learning with Japanese-speaking and Hispanic students are offered. A 45-item bibliography is included. Appended materials include Glendale Unified School District data on enrollment and language background, district handbook notes on stages of language acquisition, and the six lesson plans and related instructional materials. (MSE)

ED 348 862 FL 020 543

Paulsell, Patricia R.
Cross-cultural Discourse Analysis in German for Business and Economics: A New Paradigm.
PUB DATE- Mar 92
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

population. The second section summarizes some historical and contemporary language training methods, with sample lessons illustrating how parts of the methods can be incorporated into competency-based instruction. Section three explores the competency-based curriculum in some depth, including needs assessment, curriculum design, and individual lesson planning. This section also contains classroom management techniques and a discussion of competency-based evaluation and the American Council on the Teaching of Foreign Languages (ACTFL) oral interview. The manual concludes with a list of ways classroom activities can be organized, an index to charts and checklists included in the manual, a glossary, additional references, and publishers' addresses. (MSE)

ED 348 881 FL 020 702

Lee, Teresa Gonzalez
Teaching Models and Language Materials in Spanish for the Education of Health Care Providers.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Second Language Programs; *Cultural Awareness; Graduate Medical Education; Higher Education; Hispanic Americans; Immersion Programs; Interdisciplinary Approach; *Language Proficiency; *Languages for Special Purposes; Medical Care Evaluation; Medical Case Histories; *Medical Services; Multicultural Education; *Spanish; Spanish Speaking; Teaching Hospitals
IDENTIFIERS- *University of California San Diego

Two programs at the University of California, San Diego, (UCSD) in Spanish and Cultural Sensitivity are reported, one at the UCSD Medical Center and the other at the School of Medicine. These programs illustrate the power of culturally sensitive medical care versus a medical practice with non cross-cultural awareness that could result in patient non-compliance and hopelessness. The two programs, one undergraduate and one graduate level, were founded in 1979 and 1984, respectively. The approaches at each are similar: to bridge the linguistic and cultural differences existing between the predominant culture and the Latino patients. Objectives, concepts, skills, and methodologies are outlined, including the goal for oral proficiency in medical Spanish. Each program includes a cultural immersion component. It is concluded that with the changing American demography, Medical Spanish is one of the Languages for Specific Purposes that is in great need. Contains 13 references. (LB)

ED 348 882 FL 020 703

Jonsson-Devillers, Edith
Medical Spanish Training Program for the Education of Health Care Providers: Communicative Needs and Cultural Competence.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

with peer pressure to drink and use illegal drugs. (JB)

ED 348 900 HE 025 720

New Faculty Survey Instrument.
PUB DATE- 92
NOTE- 18p.; For a related protocol, see HE 025 721.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *College Faculty; Demography; Faculty College Relationship; Faculty Integration; Faculty Workload; Higher Education; Job Satisfaction; *Occupational Surveys; Self Evaluation (Individuals); Teacher Attitudes; Vocational Adjustment; Women Faculty

This publication is a survey to be used by institutions of higher education in the United States in creating a profile of new faculty. An introduction notes that this instrument was administered at 5 schools (2 liberal arts colleges, a community college, a comprehensive university, and a research university) and that 53 percent of the respondents were female and 22 percent non-Caucasian. It also reports that the results, combined with a follow-up interview, revealed: (1) that many institutions are hiring more women and minorities; (2) that most new faculty are content with their new place of employment; (3) that most new faculty are hired at age 38, and most earned their highest degree 8 years prior; (4) that many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; (5) that teaching experience and expectations vary greatly with new faculty at research institutions having the least teaching experience; and (6) that institutional and departmental support for new faculty varies greatly. The bulk of the document is the survey itself with brief general instructions. The survey contains sections on job satisfaction, work environment, self-perception, workload, and background and demographic information for a total of 41 items. (JB)

ED 348 901 HE 025 721

New Faculty Interview Protocol.
PUB DATE- 92
NOTE- 14p.; For a related survey, see HE 025 720.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *College Faculty; Demography; Faculty College Relationship; Faculty Workload; Higher Education; *Interviews; Job Satisfaction; Occupational Surveys; *Protocol Materials; Teacher Attitudes; Vocational Adjustment

This document is a protocol for interviewing new faculty to be used in conjunction with a new faculty survey as part of a project to create a profile of new faculty at U.S. colleges and universities. An introduction reports that the survey had been distributed to 5 schools (2 liberal arts colleges, a community college, a comprehensive univesity, and a research university) and that researchers used the protocol to interview 40 percent of those responding. The results of the interview combined with the survey revealed that: (1) many institutions are hiring more women and minorities; (2) most new faculty are content with

(CSU) 20 campus system and a comparable set of institutions (n=35) located throughout the United States. Study findings address the following issues: permanent and temporary faculty hours worked and allocation of time to activities; permanent and temporary faculty research, creative, and professional activities; permanent and temporary faculty teaching load and teaching activities; department chairs' hours worked and time allocations; comparison of chairs' research and creative activities; chairs' teaching load and teaching activities; chairs' evaluations of faculty satisfaction and wants; gender differences in faculty workload; and ethnic differences in faculty workload. Included among the findings are the following items: (1) estimates regarding the length of the work week are extremely varied; (2) regardless of rank, greater levels of dissatisfaction were reported by CSU faculty for institutional support for workload; (3) CSU faculty spent considerably less time performing or giving exhibitions in the fine arts than the national sample did, regardless of the size of institution; and (4) CSU faculty spent a significantly greater percentage of time on instructional paperwork and research and scholarly activities across the ranks. Appendices include administrative forms and discipline category analyses. (Contains 48 references.) (GLR)

ED 348 918 HE 025 755

Support Budget 1991-92.
PUB DATE- 90
NOTE- 119p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; *Budgets; Educational Facilities; Educational Finance; Enrollment; Expenditures; Higher Education; Income; *Operating Expenses; Program Budgeting; *Resource Allocation; *State Universities
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report presents a proposed budget for the California State University (CSU) system (1991-92) which concentrates on three critical needs: financing enrollment increases; staffing new facilities; and restitution of funds removed from the basic budget for 1990-91. The budget proposal represents $1.94 billion, 13.7 percent over 1990-91, on predicted enrollments of 279,020 full-time equivalent students, and consists of two parts. The first, totalling $1.9 billion, projects costs for approved programs at existing levels of support, and is based on enrollment forecasts, estimated cost of essential plant growth, and inflation, as well as the restoration of the unallocated reduction of $36 million imposed on the CSU in the resolution of the 1990-91 budget. The second part provides for an increase of 1.8 percent and includes a list of Program Change Proposals totaling $30 million. Also included is an increase in the State University Fee of approximately 3 percent. The budget information is categorized as follows: systemwide requirements (with data on instruction, public service, academic support, student service, institutional technology in a controlled learning situation; (3) evaluate potential problems of the use of interactive videodisc technology with novice users; and (4) describe student attitudes toward the use of interactive video. Subjects were enrolled in a physical education methods course, and were studying playground equipment and use of playground equipment with physically handicapped students. After a pretest on the instructional material, subjects viewed the interactive videodisc and, through controls incorporated in the HyperCard-based computer program, were able to stop to take notes and/or to review any of the video segments. At the conclusion of the videodisc segment, subjects were tested again and the results correlated with subject actions (stopping the disk, reviewing the material, and time on task) which occurred during the viewing of the instructional material. Subject actions were also correlated by gender. Results indicated that females stopped the videodisc and reviewed segments more often, and spent more time on task than males. Subjects' scores on the posttest reflected these differences. It is concluded that the level of user control is an area that must be addressed when developing interactive videodisc materials for instruction use. (DB)

ED 348 937 IR 015 578

Holznagel, Donald C.
Distance Education Resource Directory for Northwest Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Television; Cable Television; *Communications Satellites; *Computer Networks; Databases; *Distance Education; *Educational Planning; *Educational Television; Electronic Mail; Elementary Secondary Education; Instructional Materials; Long Range Planning; Program Descriptions; School Districts; Telecommunications

This guide is designed to provide information on planning assistance and available options to schools that are preparing for the use of technology for curricular improvement. The information presented here is current as of March 1, 1992, and is most relevant to school districts in Alaska, Idaho, Montana, Oregon, and Washington. The first of six technologies discussed is communications satellite television, two-way audio. This section describes organizations that produce complete courses or units of instruction in a variety of subjects and levels for students. The second technology discussed is satellite television providing one-way television programming with no interaction between receiver and sender. This section describes organizations that provide supplementary materials for use by teachers rather than full instruction in courses. The third technology considered is broadcast and cable television, which require only standard television receiving systems in the school, although a telephone line is needed for two-way voice contact for one of the services, and another offers videoconferencing as well as instructional programming. The fourth technology described encompasses computer and telecommunications services, which rely on computers, modems, telecommunications, phone lines, and electronic mail systems to provide complete courses; supplementary instruction; or

NOTE- 975p.; For related documents, see CE 061 464-466.
LANGUAGE- English
EDRS Price- EDRS Price - MF07/PC39 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Air Pollution; Behavioral Objectives; *Conservation (Environment); *Core Curriculum; Educational Resources; Federal Legislation; *Forestry; High Schools; Land Use; *Recreation; State Curriculum Guides; Vocational Education; Water Resources; *Wildlife Management
IDENTIFIERS- Illinois

This curriculum guide contains four units with relevant problem areas and is intended as a source unit for agricultural education. These problem areas have been selected as suggested areas of study to be included in a core curriculum for secondary students enrolled in an agricultural education program. Each problem area includes some or all of the following components: related problem areas, prerequisite problem areas, occupational tasks addressed, learning assessment plan sheets, instructor's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, transparency masters, and a discussion guide for transparencies. Suggestions are made for use of the core materials, including specific suggestions for using the different components of a problem area. The guide contains four units: (1) environmental protection; (2) forestry; (3) fish and wildlife management; and (4) outdoor recreation. (NLA)

ED 348 480 CE 061 649

Schroeder, Wayne E.
Assessing the Productivity of Vocational/Technical Graduates.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Efficiency; Employer Attitudes; Employment Experience; Employment Potential; Entry Workers; *Graduates; Job Performance; Job Skills; *Personnel Evaluation; Postsecondary Education; *Productivity; Secondary Education; Technical Education; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- Ohio (Central)

Fifty-three supervisors in private sector firms and public sector organizations in central Ohio responded to questions about 16 aspects of productivity in the workplace. The firms and organizations with which these supervisors were associated had a history of hiring vocational-technical education graduates as well as those who had pursued other educational programs. The supervisors were asked first to indicate how important to productivity were each of 16 aspects of productivity. The ratings of each supervisor were compiled into a composite score; the 16 aspects were then ranked in order according to their importance to productivity. The five indicators of most importance to productivity were quality of products/services; regular, prompt attendance; additional responsibility; teamwork; initiative; and personal discipline. On one indicator, preparation for work, a majority of supervisors considered vocational-technical graduates superior. On the other 15, 25-48% thought that vocational-technical graduates were more productive than other persons. The five indicators for which vocational-technical graduates compared most

Guide with Selected Case Studies.
PUB DATE- 90
NOTE- 156p.; Master's Thesis, California State University, Los Angeles.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; *Cooperative Programs; Demonstration Programs; *Educational Improvement; Educational Trends; Education Work Relationship; Elementary Secondary Education; *Futures (of Society); Higher Education; *Institutional Cooperation; Models; *School Business Relationship; State Programs
IDENTIFIERS- *California; *Partnerships in Education

This document describes a project that developed a resource guide for information on business-education partnerships in California, using a literature search and telephone interviews, and produced a guide to these partnerships. The project also explored the role of business in educational improvement and reform. Information is presented on the California character in the areas of economics, technology, and demographics, and the impact of those areas on education in the state. The guide, in addition, describes the overall partnership scenario in California. As part of the description, five case studies of model partnership programs in the state are presented to represent the types of involvement business can have in education and their effects on educational reform. The guide concludes that industry, in the form of business-education partnerships, represents a viable force in the education reform process, as it is one of the few sectors in society equipped with the resources necessary to perform the immense task. Business and industry can provide the necessary information, cutting-edge technology, and economic resources to effect significant educational changes. Appendixes include a list of implications for education, two perspectives on the role of business in education reform, and a list of the major agencies and organizations involved. There are 48 references. (Author/KC)

ED 348 500 CE 061 715

Leigh, Gregory R.; And Others
Basic Education Needs of Adults Who Are Hearing Impaired.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Adult Education; *Adult Literacy; Adult Programs; Adults; Assistive Devices (for Disabled); *Educational Needs; Foreign Countries; *Hearing Impairments; Interviews; Learning Problems; Mainstreaming; Program Improvement; Questionnaires; Semantics; Sign Language; Whole Language Approach
IDENTIFIERS- *Australia

This study examined the extent to which people in Australia with impaired hearing were receiving some form of literacy assistance and whether requests for service were fulfilled by providers of Adult Literacy and Basic Education (ALBE) services. A questionnaire was sent to a sample of 71 providers. In addition, telephone interviews were conducted with 100 hearing impaired people by persons competent in hearing

Programs
IDENTIFIERS- *Spain

These proceedings report on a seminar to review the Network of Adult Education and Community Development Schemes as it had been operating in Spain since 1986. An opening address (Jose Cartagena) discusses achievements to date, including making the most of available resources and introducing new working methods through the established liaison machinery. The next section presents papers of representatives involved in local development projects keyed to training and community development. The papers describe Universidad Popular de Gijon, a training and development project in a conversion area; training and rural development in the rural schools of Barco de Avila and San Cebrian de Campos; the experiment at Leganes (Madrid), in which an adult education institute provided training and development; the Youth and Solidarity Group experiment at Entrevias (Madrid) that focused on problems affecting children and young people; and the "Simone de Beauvoir" Experimental School for Women (Madrid). The next section focuses on the factors stressed by experts during discussion of these projects: significance of the network as an instrument of cooperation and research; the network's responsiveness to the real-life situation; the methodological approach to community development; and coordination between institutions and local authorities. Other sections consider the goals of the European Network, set forth conclusions of the seminar, and make recommendations. Appendixes include the agenda and participant lists. (YLB)

ED 348 519 CE 061 740

Survey of Literacy Skills Used in Daily Activities. A Report on the Literacy Skills of Albertans.
PUB DATE- May 91
NOTE- 63p.; For the national survey report, see ED 332 557.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Demography; Educational Attainment; Educational Needs; Employment; Foreign Countries; *Literacy Education; Mathematics Skills; National Surveys; Needs Assessment; Reading Skills; *Self Evaluation (Individuals)
IDENTIFIERS- *Alberta

The National Survey of Literacy Skills Used in Daily Activities assessed the functional literacy skills of Canadians aged 16-69. It used a series of commonplace tasks of varying difficulty supplemented by a self-assessment of the literacy skills and needs of Canadians to provide a detailed literacy profile of the adult population in Canada. A secondary analysis focused on Alberta residents. Of the total of 9,455 Canadian respondents (70%), 862 of the 1,248 Albertans surveyed responded. Results indicated the following: (1) 71 percent of adult Albertans had sufficient reading skills to meet most everyday demands; (2) an estimated 72 percent had numeracy skills sufficient to deal with most everyday requirements; (3) literacy levels had improved with succeeding generations of Albertans; (4) educational attainment was strongly associated with the literacy skills of Albertans; (5) the literacy level of Albertans was also related to parents' education; and (6) lower income Albertans were more likely to experience literacy problems. The survey found that 68 percent rated their own reading and writing skills in English as good to excellent, 63 percent were very satisfied with their reading and writing the U.S. Departments of Commerce, Labor, and Education. Witnesses testified about the need for better educated workers now and in the future, and they described programs in community colleges and manufacturing that have been training employees successfully and raising productivity. In general, most witnesses supported H.R. 2936 and H.R. 3507, which would create technical education centers and improve the technical training of youths and adult employees. Many of those who testified stressed the need to educate and train those youths who do not go to a four-year college so that they will have the flexibility and the skills to compete in the work force of the future. Most of the discussion focused on technical skills and higher-level reading skills, rather than on basic literacy education. (KC)

ED 348 539 CE 061 764

Job Training and Basic Skills Act of 1992. Senate, 102d Congress, 2d Session. Report Together with Additional Views to Accompany S. 2055.
PUB DATE- 25 Mar 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Basic Skills; *Disadvantaged; Eligibility; *Employment Programs; *Federal Legislation; *Federal Programs; Job Skills; *Job Training; Postsecondary Education; Program Improvement; Services; Skill Development
IDENTIFIERS- Congress 102nd; *Job Training Partnership Act 1982 Title IIA; Proposed Legislation

This document reports the text and analysis of the proposed Job Training and Basic Skills Act of 1992. The purpose of the act is to provide improved job training and education services to economically disadvantaged persons most in need of assistance. The act would maintain the federal-state-local partnership of the Job Training Partnership Act, while making changes in the program's eligibility rules to target services to those persons facing serious and multiple barriers to employment, with increased emphasis on long-term retention in employment. This report summarizes the legislation; provides its history and background; states the views of the agencies involved; provides a cost estimate and a regulatory impact statement; includes a section-by-section analysis to the bill; and supplies committee views, additional views, and necessary changes in existing law. (KC)

ED 348 540 CE 061 767

Job Training Partnership Act. Actions Needed To Improve Participant Support Services. Report to Congressional Requesters.
PUB DATE- Jun 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Compliance (Legal); *Cooperative Programs; *Coordination; *Employment Programs; *Federal Programs; Institutional Cooperation; *Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Improvement; *Services
IDENTIFIERS- *Job Training Partnership Act 1982 Title IIA

systematic teaching in schools prevents picking up bad habits. In devising a strategy to provide training in schools, several points should be considered: (1) keyboard skills should be developed and monitored so they are shared through curriculum areas; (2) teaching staff should acquire keyboard training; (3) positive images of keyboard use enhance student motivation; (4) proficiency should be developed in all students; and (5) only basic equipment is needed. (Four appendices contain reviews of keyboard training software packages, keyboard training scheme at The Thomas Telford School, some models of delivery, and institutions offering keyboard skills training for adult students. (NLA)

ED 348 558 CE 061 805

Gillmon, Eve
Business Education in the Secondary School: A CTC Response. Number 4.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Curriculum Enrichment; *Education Work Relationship; Foreign Countries; Intermediate Grades; Lifelong Learning; Postsecondary Education; Secondary Education; Vocational Schools; Work Experience
IDENTIFIERS- England; *National Curriculum

City Technology Colleges (CTC) in England are founded on the concept of business education and industry partnerships ensuring the integration of work and education. Secondary school business education is concerned with how business organizations function, technological problem solving, and applied skills. Business education occupies a position of low esteem in the curriculum hierarchy. Business is a defined context within Design and Technology in the National Curriculum, but opportunities for delivering business education exist on all levels. Work experience is the most common school-industry activity, but many activities enhance business education. Business-related activities need management, coordination, and resources to be a successful part of business education. A core program of business education within a broad curriculum framework is necessary for high school students. If a strong school-business relationship exists, students will be prepared for a lifetime of learning. A whole-school policy on business education is needed with implementation responsibility vested in senior management. (This document contains 4 tables, 25 references, and 4 appendices: programs of study relating to business education; key stage 3 of business education at Dixons Bradford CTC; key stage 3 of business education at Thomas Telford School; and planning business education.) (NLA)

ED 348 559 CE 061 807

Continuing Education for Early Primary School Leavers. Report of a Technical Working Group Meeting (Chiang Mai, Thailand, October 4-11, 1988).
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Programs" (Peters, Jr., Makin); and "Views of Assessment of the 1990 Perkins Act" (Grimsley). "Part 2: Funding Issues" consists of four papers: "Analyzing Federal Expenditures for Vocational Education Program Improvement" (Hoachlander); "Return of the Debate: Can Federal Policy Improve Vocational Education for Special Populations?" (Muraskin); "Design for the Congressionally Mandated Study of the Formula for Distributing Federal Vocational Education Funds to the States" (Barro); and "1990 Perkins Act Funding Issues at the Postsecondary Level" (Zins). "Part 3: Student Outcomes" has five papers: "Assessing Academic Outcomes in Vocational Education" (Sticht); "The Success of School-To-Work Transition" (Stone, III); "The Relevance of Vocational Education for Subsequent Employment" (Bailey); "Occupations and Earnings of Former Vocational Education Students: Research Design Issues" (Stevens); and "Vocational Education and the American Job Market: An Employer's Perspective" (Martin). The four papers in "Part 4: General and Special Populations" are as follows: "Individuals with Special Needs in Vocational Education: Considerations for the National Assessment" (Phelps); "Recommended Directions: (1) The Effects of Flexibility on Delivery of Services to Special Populations and (2) Participatory Planning" (Maddy-Bernstein); "Principal Issues Regarding Native Americans to Be Addressed by the National Assessment of Vocational Education" (Slater); and "Special Considerations in Assessing Vocational Education in Corrections" (Coffey). "Part 5: Academic and Vocational Issues" contains four papers: "Teacher Preparation, Qualifications, and Demand" (Finch); "Performance Standards, Accountability, and the Quality of Vocational Education" (Hill); "Integrating Academic and Vocational Education: Guidelines for Assessing a Fuzzy Reform" (Stasz, Grubb); and "Impact of Education Reform on Vocational Education" (Strickland). (YLB)

ED 348 578 CE 061 852

Developing Workplace Literacy Programs.
SPONS. AGENCY- National Center for Adult Literacy, Philadelphia, PA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 27p.; Developed by the Workplace Literacy Impact Team.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Demonstration Programs; Educational Planning; *Education Work Relationship; Employer Attitudes; *Employer Employee Relationship; *Literacy Education; Models; *Program Development; Program Evaluation; Unions
IDENTIFIERS- *Workplace Literacy

This packet contains a series of five brochures that discuss workplace literacy program development. Each brochure deals with a specific aspect of such programs and reflects the expertise of several successful program developers and instructors. The brochures cover the following topics: (1) gaining management support; (2) working with management and unions; (3) discussing training needs; (4) recruiting students; and (5) planning ahead. The brochures follow a question-and-answer format and provide specific suggestions for the various aspects of setting up a workplace literacy program. (KC)

ED 348 579 CE 061 853

Mikulecky, Larry; Lloyd, Paul

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Counselor Training; Higher Education; *Professional Recognition; *Student Development; *Student Personnel Services; *Student Personnel Workers

The literature affecting the growing profession of student development can be broken down into three basic forms: text books and text/practitioner books; refereed and non-refereed journals; and monographs and Jossey-Bass New Direction Series paperbacks. These printed materials are directed to and serve a very disparate audience of about 50,000 student affairs workers. Journal articles about student development can be categorized into experimental analytical literature; descriptive literature; and philosophical/essay articles. Contemporary texts and practitioner books can be characterized as possessing chapters on the history of student affairs, inclusive of the student development starting in the 1970s; chapters on various human development theories such as are deemed appropriate to college students; chapters on infusing student development theory into the workplace; chapters on legal relationships and discipline as related to developmental outcomes, chapters on assessment and evaluation of developmental programs and activities; and a smattering of chapters on administrative theory, administration, staffing, staff development, ethical behavior, and challenges or unresolved problems facing the profession. Student development will continue to be outside the mainstream until the field is resuscitated with a healthy sense of realism. (ABL)

ED 348 598 CG 024 416

Rogers, Russell R.
Student Development as Professional Practice.
PUB DATE- 19 Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991). For related papers, see CG 024 413-415.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Higher Education; *Student Development; *Student Personnel Services; *Student Personnel Workers; *Theory Practice Relationship

In recent years student development theory has been adopted as the guiding theoretical framework of the student affairs profession. Unfortunately, this adoption has largely occurred without a critical analysis of the concept of student development as a gestalt or of the individual theories touted as central to understanding college students. Together the two components of theory and practice embroil the profession of college student affairs in a strong interaction of intellectual learning and the testing of that learning through experience. Here, the artificial gulf between ideas and action (theory and practice) is bridged, enabling professionals to learn ideas for action, theory for practice. Student development theory has offered some significant contributions to student affairs practice and second, student development theory has created some significant problems for student affairs practice. Contributions have included: a needed new role; linkage to the academy and revised purpose; planned development; program and intervention rationale; political savvy; and a research focus.

Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises.
PUB DATE- 92
NOTE- 55p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Career Choice; *Career Guidance; Decision Making; Group Counseling; High Schools; *High School Seniors; School Counseling

This practicum was designed to assist high school seniors who had not made decisions about what they would do after graduation. A series of group and individual guidance experiences was developed to provide students with self-knowledge, and knowledge about the options available to them, in order to provide them with the means to develop a plan of action for after high school. A program was developed which consisted of a series of group and individual sessions which incorporated the use of the "Discover" computer-assisted career exploration program and materials taken from the "Discover for High Schools Career Planning Guidebook." After completing the "Discover" program and exercises with a group of high school seniors who were undecided as to their post-high school plans, a series of tours of local training and employment sites were conducted. The tours were accompanied by group sessions in which the information obtained from each tour was incorporated into each student's post-graduation plan. Analysis of the data revealed that all 15 participants in the career decision making group were able to list a specific plan of action for after graduation, including a time frame, and short-term goals, where appropriate. Some students had already taken action to begin their plan prior to graduation. (Author)

ED 348 617 CG 024 435

Commons, Michael L.; And Others
Institutional Atmosphere, Individual Development, and the Higher Moral Stages.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Colleges; College Students; Higher Education; Individual Development; *Institutional Environment; *Moral Development; Organizational Development

Institutional atmosphere forms the context of reasoning in an institution and defines the relationship between the individual and the organizational framework of the institution. The hierarchical complexity of the institutional dilemmas solved by people interacting in that institution defines the stages of reasoning embodied in the atmosphere. The stage of reasoning by individuals interacts with the stage of atmosphere particular to an institution. The contingencies embodied in atmosphere are the relationships between what a person does in a situation and what outcome occurs. These rules are sometimes called reinforcement contingencies when the outcome increases the likelihood of the behavior, and punishment contingencies when they reduce the likelihood of the behavior. Individual choice creates, and is created by, the contingencies and their settings within the social group. In this study the stage of

PUB DATE- Aug 90
NOTE- 19p.; Poster presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Behavior Patterns; *College Students; Higher Education; *Knowledge Level; *Sexuality; *Student Attitudes
IDENTIFIERS- *Risk Taking

Preventing the spread of the Acquired Immune Deficiency Syndrome (AIDS) among sexually active adolescents and adults has become a primary social concern. This study was designed to investigate the following areas relevant to safer and unsafe sexual behavior among college students: knowledge and practice; personal risk assessment; and risk tolerance. Undergraduate college students (N=100) were surveyed concerning components of knowledge and practices related to safer sexual behavior, risk assessment for Human Immune Virus (HIV), and general life style risk behaviors. One of the most significant findings was that while college students had an understanding of the global, rudimentary facts pertaining to AIDS and HIV, there is an information gap regarding actual safe-sex behaviors that can lead to the reduction of the risk of HIV transmission. Students clearly assess themselves to be at less risk than either their best friend or an attractive stranger of the opposite sex. No significant relationship was found with regard to high-risk sexual behaviors and high-risk non-sexual behaviors. Since it appears that high-risk sex may be a unique behavior that cannot be predicted from other high-risk areas of a person's life. (ABL)

ED 348 637 CG 024 467

Malm, Julie R.
Conflict Resolution Strategies: Anger and Aggression in School Age Children.
PUB DATE- May 92
NOTE- 19p.; M.Ed. Thesis, Dominican College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conflict Resolution; Elementary School Students; Elementary Secondary Education; *School Role; Secondary School Students; Trend Analysis; *Violence

Violence is escalating nationwide. There is a corresponding escalation in aggressive and violent behaviors. Culture inadvertently supports violence through advertising, social relationships, and politics. There is a serious and continual breakdown in the nuclear family and often the job of parenting is left to the nation's educators. A number of schools are developing conflict resolution programs to combat and reduce these problems. The impact of conflict resolution has been positive. Individual schools and school systems in 30 states are using the San Francisco Community Board Program. Students in some of the major cities are learning how to handle problems in a more constructive manner. Educators hope that by initiating mediation in the early grades, there will be less violence when students reach high school. Students are learning ways to handle conflict, thus paving the way for a more successful future for themselves and the nation. It will be

(3) paper and pencil tasks were chosen most often for inclusion; and (4) the subjects expressed numerous concerns over implementing portfolio assessment. Findings suggest that steps need to be taken to inform educators that portfolio assessment affords the classroom teacher information for decision-making that is valid and specific. (Two figures of data are included.) (RS)

ED 348 657 CS 011 006

Johns, Jerry L.; VanLeirsburg, Peggy
What Teachers Have Been Telling Us about Literacy Portfolios. Literacy Research Report No. 15.
PUB DATE- Aug 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Literacy; Longitudinal Studies; *Portfolios (Background Materials); Questionnaires; *Student Evaluation; Surveys; *Teacher Attitudes
IDENTIFIERS- Alternative Assessment; Teacher Surveys

A study extended two earlier studies and collected additional information from educators regarding their perceptions about the use of portfolios to assess literacy development. Subjects, 140 elementary teachers, secondary teachers, administrators, and English-as-a-Second-Language teachers who participated in a week-long literacy workshop in the summer of 1992, completed a modified form of a questionnaire given in each of the previous 2 years to workshop participants. Results indicated that: (1) there is a growing use of portfolios; (2) educators, both with or without portfolio experience, agreed overwhelmingly that portfolios should be used for instructional decision making across grade levels for language arts; (3) practical problems appeared to be diminishing as more professionals put portfolios into actual classroom use; and (4) artifacts for inclusion show a common trend across the three studies, with student writing samples by far the most common choice. (Three tables of data are included.) (RS)

ED 348 658 CS 011 010

Kephart, Ronald
"Dem Wod Mo Saf": Materials for Reading Creole English.
PUB DATE- Apr 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Conference on World Englishes Today (Urbana, IL, April 2-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Creoles; Foreign Countries; Junior High Schools; Language Acquisition; *Language Experience Approach; *Reading Materials; *Student Needs
IDENTIFIERS- *English (Carriacou Creole); Grenada

As part of a study that sought ways to improve the language arts educational experience for Grenadian children, an anthropologist investigated how Carriacou Creole English (CCE) reading materials could be provided and how these children would react to them. CCE is the native language of the inhabitants of Carriacou, a sister island of Grenada. The anthropologist rejected traditional orthography and eye dialect

Contextualizing reality is the final goal of academic pursuit, and in college level language studies, a key goal should always be to make students aware of what they already know. The words used by humans are either organizational, functional words, or they are related to cultural literacy. Cultural literacy is a body of knowledge that all people share. Rhetoric can be studied from a classical orientation in order to demonstrate its applications for citizens today. A composition pattern can be used to format the logic of discourse and for critiquing virtually any type of oratory or written essay. A composition pattern makes students aware of what they already know. Moving from rhetoric to discourse, students shudder to think of grammar and parts of speech, but instructors can help them to understand the function of word types. By focusing on function words, or words that can not be drawn and which are used to organize and signify relationships, students can sometimes discover unclear statements. A color-coded word game played like Scrabble, in which students try to string words together into sentences, has also proven effective for creativity. By making students aware of their own language usage, they are helped to appreciate the linguistic miracle which is the hallmark of the human species. (An outline headed "How to Edit for Composition Pattern"; a list of function words; and a table headed "College Reading and Writing: The Composition Pattern" are appended.) (HB)

ED 348 678   CS 213 479

Connelly, Colette
Lorna Dee Cervantes: A Writer in the Margins.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Characterization; College English; Cultural Context; *Feminism; Figurative Language; Legends; *Literary Criticism; *Mexican American Literature; *Poetry
IDENTIFIERS- *Cervantes (Lorna Dee); *Feminist Criticism; Male Female Relationship

Chicana literary authors are sometimes thought to occupy the edges of two "texts," their own culture and the Anglo-American hegemony, where they are oppressed and marginalized by sexism and racism. In these margins, however, Chicana authors can dismantle stereotypes and construct new and empowering images of self. As an example of this kind of recreation of self through the act of writing, the poems of Lorna Dee Cervantes can serve as powerful examples. Many archetypal female figures have shaped the stereotypes of Chicano literature, the most influential being the story of "La Malinche," who acquiesces to sexual violation. Cervantes' early poem, "You Cramp My Style, Baby," attacks and denounces such sexual exploitation. In a later poem, "Emplumada," Cervantes' attack on the misogynous representations of "La Malinche" culminates in a complete revision of the character. The treatment of various images in the poem shows how Cervantes discovers and invents new inscriptions for the future. Thus, the second poem rewrites the female-male relationship that governed the earlier poem while simultaneously revising the legend of "La Malinche." (Twenty-two references are attached.) (HB)

Storytelling: The Original Narrative.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association, (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Audience Response; Debate; Higher Education; *Narration; *Personal Narratives; *Story Telling
IDENTIFIERS- Communication Strategies; *Debate Tournaments

Original stories can provide a wealth of opportunity for forensics competitors. Original storytelling requires the sharing of a personal experience or family narrative that is adaptable to audiences differing in age and education. Community organizations and groups are invited to participate as audience members and vary from round to round. Evaluation is based on how well the competitor relates to the "real" audience in comparison to the other competitors in the round. An example of a family narrative is "The Blizzard of 1957," a story that has been told in the Miller family since 1957. This story, which relates how the family endured the blizzard, was one of many stories that became rituals in the family, welcoming the first snowstorm or spring rain. Storytelling is a fundamental, persuasive, and powerful mode of communicating, which provides a unique alternative for competitors to share their narratives with various audiences ranging from preschool aged children to retired individuals. Audience adaptation is a fundamental part of storytelling. Inviting community organizations and groups to participate can foster skills in audience adaptation and provide a service to the community. Storytelling offers a credible alternative to traditional forensics tournaments. (PRA)

ED 348 698 CS 507 887

Hauser, Deborah
The Budget Crisis and Women's Experience: Part-Time Faculty at California State University, Chico.
PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Educational Finance; Educational Trends; Financial Problems; Higher Education; *Interviews; *Part Time Faculty; Research Methodology; *Retrenchment; *Teacher Attitudes; *Women Faculty
IDENTIFIERS- California State University Chico; Interpretive Research

The budget crisis in higher education offers one arena in which to investigate the impact of the current recession. The effects of a university funding crisis are usually presented in quantitative terms, such as how many positions will be cut or how much departmental budgets and salaries might be affected. However, such crises should also be discussed in qualitative terms. For example, studies of the effects of a budget crisis in higher education should look at the personal experiences of those who perhaps feel the crisis most directly, the part-time faculty of an institution. Specifically, interviews were the problem of linking education and training to workplace competencies, as outlined in a 1991 report, provides a descriptive framework for relating research to practice. Prescriptions for increased productivity must recognize individual goals, motivations, and skills. (17 references) (LMI)

ED 348 718 EA 024 158

Luce, David R.
The Principal as Orchestral Conductor.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Effectiveness; Elementary Secondary Education; Leadership Responsibility; *Metaphors; *Occupational Information; Orchestras; *Principals
IDENTIFIERS- *Conducting (Music)

A new way of viewing the principal is to think of the principal as an orchestral conductor. Insights gained from this perspective may help in progressing toward more healthy and productive school organizations. Both the conductor and the principal are highly visible by virtue of their positions and function as intermediaries in their respective fields. Five dimensions that characterize the role of the conductor are the following: student; communicator; teacher; leader; and servant of the composer. Reframing the role of the principal in terms of those dimensions rests on four foundational premises: (1) adopting a holistic definition of learning; (2) learning methods and strategies that are effective in fostering this kind of learning; (3) seeing teachers as orchestral musicians; and (4) embracing a facilitative conception of power. Some ways of preparing present and future principals are offered along with ideas about how the staff and school system will have to change to fit the conductor framework. (Contains 29 references.) (MLF)

ED 348 719 EA 024 159

Hunter, Madeline
How To Change to a Nongraded School.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Evaluation Methods; Instructional Development; Learning Strategies; *Nongraded Instructional Grouping; *Organizational Development

This booklet is a reflection on a quarter century of successful leadership in a school that pioneered the nongraded learning environment and demonstrated the effectiveness of other innovations such as team teaching, elimination of tracking, long-term developmental objectives for each student, performance-based assessment, and cooperative learning. The booklet: (1) defines the nongraded school and describes its rates, plan membership and financial information, and retirement system health insurance information. (LMI)

ED 348 740   EA 024 199

Wasserman, Wayne, Ed.; And Others
A Nebraska Symposium on School Restructuring. Symposium Proceedings (Nebraska, December 13, 1988).
PUB DATE- Dec 90
NOTE- 112p.; Symposium sponsored by the Legislature's Education Committee, the State Department of Education, and the Nebraska Center for Excellence in Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Excellence in Education; *School Restructuring; State Action; State Legislation; *Statewide Planning
IDENTIFIERS- *Nebraska

Proceedings of a 1988 statewide symposium on school restructuring in Nebraska are presented in this document. Part 1 contains the opening remarks made concerning Nebraska education and the status of school restructuring. Part 2 presents the addresses of three nationally recognized experts on national school restructuring perspectives. A panel of six Nebraska educators describes school restructuring practices in the state in part 3. Discussion group facilitator reports are offered in the fourth part. Part 5 contains reviews by the national experts, which include recommendations for and strategies of implementation. Closing remarks made by a state senator conclude the final part. Lists of the featured faculty and participants are included. (LMI)

ED 348 741   EA 024 200

Evaluation of Chapter 1 in Arkansas, 1989-90.
PUB DATE- 91
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Schools; *Educationally Disadvantaged; Educational Needs; Elementary Secondary Education; Expenditures; *Federal Aid; *Federal Programs; *Program Evaluation; School Support; *State Norms
IDENTIFIERS- *Arkansas; *Education Consolidation Improvement Act Chapter 1

Chapter 1 programs in Arkansas are evaluated in this report. The federally funded program provides financial assistance to state and local educational agencies to meet the needs of educationally deprived children residing in districts with high concentrations of low-income families. This report lists federal requirements for state compliance with Chapter 1 and provides information about the level of involvement, service population, enrollment, and ethnic distribution of participants. Data on funding for instructional programs, cost per pupil, and staff are presented and the process for measuring student achievement is described. One figure and 14 tables are included. (LMI)

ED 348 742   EA 024 201

Glenn, Charles L.
School Choice: Doing It Right. Answers for Policymakers.

individual rights, and cost and procurement. A successful program involves parents and the community, is voluntary, and begins at the elementary school level. A summary of telephone interview responses and a list of resource personnel are included. (Contains 10 references.) (LMI)

ED 348 761 EA 024 229

Thomas, Christopher; Shaw, Christopher
Issues in the Development of Multigrade Schools. World Bank Technical Paper Number 172.
PUB DATE- 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; Educational Policy; Elementary Education; Foreign Countries; *Multigraded Classes; Nontraditional Education; Pilot Projects; *Programed Instructional Materials; *Rural Schools; *Teacher Effectiveness; *Teacher Role
IDENTIFIERS- *World Bank

Multigrade schools, which combine students of different ages and abilities in one classroom under one teacher's direction, are supported by numerous World Bank projects. This paper aims to increase staff awareness of the complexity of such components and their economic and pedagogical benefits. Pedagogical techniques and outcomes form the core of multigrade teaching. Although multigrade instruction occurs in both developing and industrialized countries, current administration and teacher preparation systems tend to ignore it. Administrators must focus more on strategies affecting actual teacher behavior and role perceptions. Teachers should be resource persons, managers, and facilitators of the learning process. Multigrade schools will succeed if teachers adopt more effective teaching practices, if adequate programmed learning materials are available, if local and regional support networks are developed among teachers, and if national support is given to pilot programs. National level policy decisions regarding educator training, teacher recruitment and support, and materials development become inevitable when a pilot program leads to a large-scale expansion. Appendices contain population density charts, implementation costs and savings information, and a sample pedagogical workshop format. (Contains 39 references.) (MLH)

ED 348 762 EA 024 231

Levine, Judith R.
The Effect of Different Attendance Policies on Student Attendance and Achievement.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, April 3-5, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; *Attendance Patterns; *Attendance Records; Classroom Techniques; College Students; Discipline; Higher Education; *Student Behavior

Findings of a paper that examined the effect of different attendance policies on student attendance and achievement are town communities. Some differences followed a continuum from affluent to urban poverty, to small town, to rural, and to Native American communities. Findings were interpreted to suggest that the low socioeconomic level in some communities raised barriers to principal actions typically found in effective schools and that a rural or small town setting further impeded effective strategies. Minimal involvement of principals and low or ambiguous expectations for student achievement characterized poorer and rural schools. (Contains 33 references.) (DB)

ED 348 782 EC 301 402

Carter, Mary; And Others
Transportation. The Neglected Related Service.
PUB DATE- 17 Apr 92
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 17, 1992). Portions of attached material will be marginally legible.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Bus Transportation; *Disabilities; Elementary Secondary Education; *Physical Disabilities; *Pupil Personnel Services; *Staff Development; *Student Transportation
IDENTIFIERS- *Union County School District NC

This monograph presents a five-module staff training program used to improve the related service of transportation of children with disabilities in Union County, North Carolina. Each module takes from 4 to more than 8 hours of training and bus drivers and transportation safety assistants with current certificates in all five modules receive a special rating and salary bonus. The modules cover: (1) introduction to exceptional children for bus drivers; (2) special equipment/special reports; (3) transporting physically handicapped students; (4) first aid/cardiopulmonary resuscitation; and (5) current issues/public awareness. The following information is included for each module: a list of module content and competencies; required time; person certifying competence; renewal date for certificate; and course materials (usually both print and videotape recordings). Addresses of course material sources are attached as are the standard county Student Transportation Card, the agenda of a special bus drivers' meeting, and various handouts. (DB)

ED 348 783 EC 301 403

Bowden, John D.; And Others
Estimating the Costs of Providing Early Intervention and Preschool Special Education Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 42p.; A product of the National Early Childhood Technical Assistance System. Appendix B may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Relationship; Elementary Secondary Education; Outcomes of Education; Preschool Education; Prevention; Regular and Special Education Relationship; *Special Education
IDENTIFIERS- *California; *Strategic Planning

The California Strategic Plan for Special Education sets specific goals and outcomes for the future in 11 critical areas: early intervention for infants and preschoolers, prevention, assessment, student outcomes and quality indicators, service delivery, education in the least restrictive environment, regionalization for students with low incidence disabilities, transition to adult life, new and effective partnerships with parents, sufficient numbers of qualified special education personnel, and an equitable responsive funding model. The first chapter identifies critical challenges facing special education and the importance of planning, evaluation, and implementation. The second chapter stresses the development of a unified system of education of which special education is a part. Each of the 11 areas is then presented in terms of special goals; planned outcomes for 1990-1991, 1991-1992, and beyond 1992; and statewide strategies and activities. (DB)

ED 348 802 EC 301 423

Winget, Pat, Ed.; Kirk, Joyce, Ed.
California Programs and Services for Students with Serious Emotional Disturbances.
SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.
PUB DATE- 91
NOTE- 123p.; Prepared by the SED Work Group.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Definitions; Early Intervention; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Handicap Identification; Parent Role; Prevention; *Program Development; Program Evaluation; Resource Allocation; Severe Disabilities; State Programs; Student Evaluation; Student Placement
IDENTIFIERS- *California; Early Identification

This monograph presents an overview of the current status of programs for students with serious emotional disturbances in California and makes recommendations for program improvements. An introductory chapter summarizes important themes including screening, prevention, and early intervention; definitions; eligibility issues; assessment; interagency collaboration; existing resources; professional competence; and family needs. The first section then examines the roles of parents stressing the need for educators to see parents as partners. The second section considers aspects of early intervention and assessment including prevention services in the regular program, early awareness and intervention, and the problem of definitions. A major section examines aspects of educational instruction and services. These include: determining appropriate goals and objectives; determining appropriate placement and related services options; organization and delivery of services, educational interventions; and program evaluation. Section 4 considers community services which augment public school service options including mental health program services and other out-of-home services. The fifth section considers personnel development especially the importance of

DESCRIPTORS- Academic Persistence; Data Analysis; *Data Collection; *Disabilities; Dropout Prevention; *Dropout Rate; Dropout Research; Educational Objectives; Educational Policy; *Graduation; High School Graduates; High Schools; Incidence; Reentry Students
IDENTIFIERS- *National Education Goals 1990

The purpose of this brief report is to highlight information about disabled youth in relation to the second of six National Education goals proposed by the President and the Governors in 1990. The second goal states that "By the year 2000, the high school graduation rate will increase to at least 90 percent." A grade of "improving" has been given to the second goal. Current estimates of dropout rates for students with disabilities indicate that they are dropping out of school at a higher rate than are students without disabilities. Only slightly over 55 percent of students with disabilities complete school, 32 percent dropout, 4 percent are suspended or expelled, and 7 percent reach age limitations. This report then presents the incidence of disabled dropouts returning to school, methods of monitoring school completion and dropout rates, and information that is still needed. (JDD)

ED 348 822 EC 301 444

Improving Student Achievement and Citizenship: National Education Goal 3 and Students with Disabilities. Brief Report 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Citizenship; *Citizenship Education; Data Collection; *Disabilities; *Educational Objectives; Elementary Secondary Education; Public Policy
IDENTIFIERS- *National Education Goals 1990

This brief report cites the grade of "poor" given to the United States educational system on the third of the six National Education Goals proposed by the President and the Governors in 1990 of demonstrating student competency in key subject areas and preparing students for responsible citizenship. Results on math competency tests as well as indicators of responsible citizenship are called "sobering" in the first report on the goals. The report then considers this goal in relation to students with disabilities, through brief discussions of student performance in key academic areas, student involvement in activities that promote good citizenship, student competence in languages and knowledge of the world community, methods of monitoring the achievement and citizenship of students with disabilities, and information still needed in this area. (JDD)

ED 348 823 EC 301 445

Being First in the World in Science and Mathematics: National Education Goal 4 and Students with Disabilities. Brief Report 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

teachers took a more professional view of this important area of methodology. A brief bibliography is included. (MSE)

ED 348 842 FL 020 443

Tarone, Elaine
"The Arm of the Chair Is Where You Use For To Write": Developing Strategic Competence in a Second Language.
PUB DATE- 86
NOTE- 14p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); *Oral Language; Second Language Instruction; *Second Languages
IDENTIFIERS- *Strategic Competence (Languages)

The distinction between grammatical, sociolinguistic, and strategic competence as components of communicative competence is useful for helping students develop spoken language skills in English-as-a-Second-Language (ESL) instruction. When individual speakers demonstrate strategic competence, they will use a range of expressions based on: (1) the speaker's linguistic knowledge; (2) the speaker's knowledge of the world; and (3) the speaker's assessment of the listener's linguistic and world knowledge. Native speakers and non-native speakers will differ in the degree of specificity or detail they require to encode the message. Teachers can learn more about the effective use of communication strategies by observing which ones native speakers select and how they use them. They can then use this knowledge to choose classroom activities likely to promote development of strategic competence. This could include providing specific elicitation materials and avoiding open topics for oral communication (e.g., "What did you do on vacation?"); creating situations for natural interaction; providing core vocabulary useful for the strategies of circumlocution and approximation; and requiring students to assess the success of various strategies. A brief bibliography is included. (MSE)

ED 348 843 FL 020 444

Dechert, Hans
Language Production-Language Contact: The Significance of Learners' Speech.
PUB DATE- 86
NOTE- 10p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; Case Studies; *Communicative Competence (Languages); Discourse Analysis; English (Second Language); Foreign Countries; German; *Learning Processes; *Oral Language; Second Language Learning; *Second Languages; *Story Telling;

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Administration Education; *Business Communication; Cultural Awareness; Cultural Differences; *Discourse Analysis; Economics; *German; Higher Education; International Communication; Language Research; *Languages for Special Purposes; *Linguistic Theory; *Sociolinguistics

A brief overview of discourse analysis is presented, followed by: (1) a description of cross-cultural discourse analysis; (2) an explanation of how cross-cultural discourse analysis applies to language for special purposes (LSP) in general; and (3) a discussion of selected areas for ongoing and future research areas. Emphasis is on discourse analysis as the study of language in context, as it is used in actual textual settings and the impact of context upon the production of texts. The role of the socio-cultural environment of the writer and reader must be taken into account. Some research issues being investigated at Michigan State University that have been raised by the application of cross-cultural discourse analysis to both written and spoken texts from the realms of German business and economics are noted. The results will serve as the basis for a set of materials for teaching German for Business and Economics to American students. (LB)

ED 348 863 FL 020 550

Shockey, Karen
Bilingual Education: A Resource Guide for Educators and Administrators.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; *Databases; Elementary Secondary Education; Federal Legislation; Government Publications; Information Seeking; *Information Sources; *Limited English Speaking; *Program Administration; Public Agencies; *Scholarly Journals; State Legislation
IDENTIFIERS- *ERIC; ERIC Document Reproduction Service

The guide is designed to introduce elementary and secondary school teachers and administrators to government documents and their use, provide background on the issue of bilingual education, and list relevant documents and publications as a basis for constructing educational programs for limited English-proficient students. The first major section offers an introduction to government sources of information, explaining the depository library system, methods of locating information, and the Government Printing Office (GPO). The second section defines bilingual education and chronicles its legislative history in the United States. Section 3 is a listing of resources, not all government publications, in four categories including: (1) sources for background readings; (2) sources of facts and data; (3) background and primary sources concerning federal legislation; and (4) background and primary sources concerning New York State legislation. A list of acronyms and abbreviations relating to bilingual education and legislation is included. Appended materials include: a list of public agency names and addresses; descriptions of databases, indexes, and abstracts; a list of journals of interest; notes on the ERIC (Educational Resources Information Center) Document Reproduction Service and price codes; a sample document resume from "Resources in Education"; notes on ordering from

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Awareness; Higher Education; Hispanic Americans; Interdisciplinary Approach; *Languages for Special Purposes; Medical Case Histories; Medical Education; *Medical Services; Multicultural Education; *Spanish
IDENTIFIERS- University of California San Diego

It is important to give medical personnel being trained in second languages and cultures access to information necessary to their specific immediate needs. The University of California, San Diego, is used as an example of a communicative approach to helping health care providers establish an appropriate relationship with their Latino patients and to be aware of the cultural context in which they work. Acquisition of communicative competence is discussed in terms of social relations, interviewing, giving instructions, following up, and vocabulary drill activities. Areas covered related to cultural contexts are extended family relationships, family planning, beliefs related to illnesses and folk medicine, and language and social attitudes. Contains 19 references. (LB)

ED 348 883 FL 020 704

Putzel, Roger
American Managers' Use of Their Foreign Employer's Language.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; *Employers; Foreign Countries; *International Communication; International Trade; Interviews; Manufacturing Industry; Personnel Needs; Personnel Policy; Power Structure; *Second Languages
IDENTIFIERS- Vermont

The use of a foreign language as part of the managerial context rather than as a technical tool was examined. Eighteen people in nine companies, primarily from the manufacturing sector, were interviewed to raise a set of issues pertaining to the use of a foreign employer's language (FEL). All of the companies in the sample were within a day's drive of Burlington, Vermont, a region with a culture of its own where more than a third of the inhabitants claim French-Canadian ancestry. Three FELs were chosen: French, German, and Japanese. The interviews were conducted using a list of questions as a point of departure rather than as a protocol. It was found that American managers in the greater Vermont area make very little use of their FEL, and English is often specified by policy as the operating language for the company. English is also the language of most high-tech work. Findings are reported in the following areas: rules about the use of FEL; differences in the use of the FEL; feelings about the use of the FEL; difficulty of using the FEL; desire to use the FEL; the difficulty of relating desire to policy; language training; company policy; special issues like relations with the head office and the changing organizational culture. It is noted that language classes don't work, especially if they take up blocks of work time, and that to be their new place of employment, (3) most new faculty are hired at age 38, and most earned their highest degree 8 years prior; (4) many new faculty feel intense stress during their first few months on the job as they learn to deal with teaching, research, and family obligations; (5) teaching experience and expectations vary greatly with new faculty at research institution having the least teaching experience; and (6) institutional and departmental support for new faculty varies greatly. The bulk of the document is the protocol itself with brief general instructions to the interviewer. The interview covers the hiring process, faculty and institutional support, students, instruction, and teaching norms. Also included are two copies of a participant consent form. (JB)

ED 348 902 HE 025 722

Johnstone, D. Bruce
Central Administrations of Public Multi-Campus College and University Systems. Core Functions and Cost Pressures with Reference to the Central Administration of the State University of New York. Studies in Public Higher Education. Number 1.
PUB DATE- Jun 92
NOTE- 40p.; For a related document, see HE 025 723.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *Administrator Role; College Administration; Educational Finance; *Financial Exigency; Financial Problems; Higher Education; *Multicampus Colleges; Resource Allocation; Retrenchment; State Aid; *State Universities
IDENTIFIERS- *State University of New York

This essay examines the administration of public multi-campus universities, focusing in particular on central administration and the State University of New York (SUNY) system and on responses to the need for fiscal austerity. Before treatment of the main topic begins, the essay offers a look at five reasons for the suspicion and resentment that are commonly directed at college and university administrations. These reasons have to do with: (1) the allocation of resources; (2) faculty-administrative tensions; (3) disproportionate expansion of administrations in recent years; (4) faculty suspicion of that expansion; and (5) administrators as political targets. The essay goes on to argue that a central administration can be a structure through which a degrees of coordination, focus, stewardship and leadership with more academic integrity and less political intrusion can be exercised. Next the text lists the 12 principal responsibilities of the system's central administration: (1) leadership including establishing a mission and advocating for students, the state and citizens; (2) supervision of campus or institutional chief operating officers; (3) allocation of resources; (4) assessment, termination, and initiation of academic programs and research projects; (5) formulation of student access policies; (6) oversight of policies relating to the needs and behavior of students; (7) stewardship of state resources; (8) information and institutional research; (9) public relations; (10) personnel policies; (11) legal services and representation; and (12) consolidation of support services. The document goes on to examine each function first generically and then as it operates in the SUNY system. A final section details seven specific roles of the central administration in times of austerity. (JB) support, provisions for allocations, independent operations, and receipts); systemwide offices; systemwide provisions; special funds; and auxiliary organizations. (GLR)

ED 348 919 HE 025 756

Harris, Olita D., Ed.
From Projects to Policy: Seize the Agenda. Proceedings of the CSU Systemwide Conference on Student Outcomes Assessment (2nd, Lake Arrowhead, CA, November 16-18, 1988).
PUB DATE- Nov 88
NOTE- 37p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Outcomes Assessment; *Educational Assessment; Educational Planning; Educational Policy; General Education; Higher Education; Instructional Effectiveness; *Models; Outcomes of Education; School Effectiveness; Science Education; State Universities; *Student Evaluation; Undergraduate Study; Writing Evaluation
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This account of the proceedings documents a systemwide conference on student outcomes assessment intended to provide an opportunity for all California State University (CSU) campuses to share in the discussion of development and implementation of assessment program models. The document provides a sampling of the presentations and discussions that occurred. Topics include the policy environment for student outcomes assessment, the need for a consensus in student outcomes assessment, assessment in interdisciplinary general education, and the administrator's perspective. Also provided are presentations on student outcomes assessment in math and the natural sciences, the social and behavioral sciences, economics, writing, and theater arts. Finally, the future challenges surrounding student outcomes assessments are presented for both the state of California and the campuses, stressing the importance of the role of assessment in improving teaching and learning. (GLR)

ED 348 920 HE 025 757

Cooper, James; And Others
Cooperative Learning and College Instruction: Effective Use of Student Learning Teams.
PUB DATE- 90
NOTE- 56p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

information via databases, bulletin boards, and networks. Other sources of assistance are then described, including the Education Satellite Network, statewide networks such as those in Montana and Oregon, and private companies. The guide concludes with a listing of subscription publications useful in selecting instructional and inservice opportunities through distance education systems. A brief guide to planning and decision making and a glossary of terms are appended. (DB)

ED 348 938 IR 015 579

Crooks, Beryl
The Potential of Non-Broadcast Television Technologies for Learning and the Implications for Educational Television Design and Research.
PUB DATE- 90
NOTE- 16p.; A product of the Programme on Learner Use of Media. Paper presented at the Tel Aviv Seminar on Educational Television Broadcasting Research in the Nineties (Tel Aviv, Israel, March 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Research; *Educational Television; Foreign Countries; Futures (of Society); Higher Education; *Instructional Design; Learner Controlled Instruction; Teaching Methods; Television Research; *Videodisks; *Videotape Cassettes; Videotape Recordings

The teaching potential of videocassettes and videodiscs are reviewed, together with an indication of when mass access is likely to rival that of broadcast television. It is argued that videocassettes and videodiscs, with their focus on small groups of viewers and interaction, have far ranging consequences for instructional television design, and that the challenge to broadcast television from new television technologies lies in the control learners can exert over their viewing of the television material. Since the immediate challenge is presented by videocassettes, the implications that the characteristics of this technology have for television design are explored. The changes to broadcast educational television that are likely to result from the impact of the videocassette medium within the next decade are explored by means of a brief scenario. (Author/DB)

ED 348 939 IR 015 580

Becker, Henry Jay
Computer-Based Integrated Learning Systems in the Elementary and Middle Grades: A Critical Review and Synthesis of Evaluation Reports.
PUB DATE- Oct 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Compensatory Education; *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Networks; Educational Media; Elementary Education; Evaluation Methods; Individualized Instruction; Microcomputers; *Program Evaluation

favorably were additional responsibility; teamwork; preparation for work; quality of products/services; and adaptability. Indicators for which vocational-technical graduates compare least favorably were motivating other workers; requiring less direct supervision; able to learn new skills; regular, prompt attendance; and personal discipline. (Participating central Ohio employers and secondary and postsecondary schools and colleges are listed.) (Author/YLB)

ED 348 481   CE 061 667

The Special Education Model Curriculum for Regular and Vocational Educators and Recommendations for Its Use. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 23.
SPONS. AGENCY- Virginia State General Assembly, Richmond.; Virginia State Governor's Office, Richmond.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Education; Child Development; Classroom Techniques; Disabilities; Higher Education; Inservice Teacher Education; Instructional Development; Integrated Curriculum; *Mainstreaming; Preservice Teacher Education; Secondary Education; *Special Education; Student Evaluation; *Teacher Education Curriculum; *Vocational Education Teachers
IDENTIFIERS- *Virginia

A model teacher education curriculum was developed for consideration by Virginia institutions of higher education, local education agencies, and state-operated programs in the provision of preservice and inservice instruction for academic and vocational educators to teach students with disabilities in the regular setting. The Delphi method was used to gather input from stakeholders. A total of 38 reviewers represented various constituencies. Knowledge, skills, and application competency statements were generated under six areas of study: child growth and development; student evaluation; instructional planning; classroom management; integration; and policies and procedures. The model curriculum guides staff development in higher education institutions for serving students with disabilities in academic and vocational classrooms. Four recommendations were made about the curriculum: disseminate to educational programs and facilities for use in training educators; use in training students to recognize individual differences and provide experiences for disabled students; use for special education course work for recertification requirements; and distribute to local school divisions for staff development. (Over half of this document contains five appendices: Virginia House Joint Resolution Number 420, 1991 session; letters; self-study guide--resources for the approval process for programs preparing special educators in Virginia; model curriculum reviewers; and excerpt of revisions of regulations governing the licensure of school personnel.) (NLA)

ED 348 482   CE 061 671

Impact of Technology on the Family. Teacher Edition.
PUB DATE- 92
NOTE- 243p.; Written by a team of Oklahoma Home Economics Teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

impaired communication. The interview schedule focused on seven specific areas: background information; hearing impairment information; educational background/history; current educational requirements; previous experience with adult education; awareness/knowledge about current adult education options; and basic ALBE information. In addition, hearing impaired respondents were asked to provide a self-assessment of literacy and numeracy skills. Among the conclusions and recommendations that were drawn regarding the future ALBE service delivery, several are representative: (1) there is underrepresentation of hearing impaired people in ALBE services; (2) literacy skills are important to this group; (3) there is a low level of awareness about services and programs; (4) service provision program access should be facilitated through oral communication, sign communication, and signed communication; and (5) programs should be based on whole language principles and strategies highlighting semantic processing of text and metacognitive skills. (The report includes 50 tables, 43 references, and a glossary.) (NLA)

ED 348 501 CE 061 716

McJames, Norma
Basic Education Needs of Visually Impaired Adults.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 92
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Adult Basic Education; *Adult Education; *Adult Literacy; Adult Programs; Assistive Devices (for Disabled); *Blindness; Distance Education; Educational Improvement; *Educational Needs; Educational Strategies; Foreign Countries; Mainstreaming; Technological Advancement; *Visual Impairments
IDENTIFIERS- *Australia

Strategies were identified to enhance the provision of Australian Adult Basic Education Services (ABES) for visually impaired adults and to provide an information sheet for further education workers indicating appropriate ways of interacting with visually impaired adults. The Eastern and Gippsland Regions were studied. In the Eastern Region, information on visually impaired adults was sought with regard to 13 considerations: extent of demands; number attending adult basic education and allied courses; special education resources available at colleges/centers; program flexibility; access to resource sharing; educators' perceptions; guidelines/information for educators; opinions/suggestions in regard to access; established networks; the manner in offering courses; frameworks and support systems needed for integration; barriers to access; and related costs to support systems. In the Gippsland Region, a broad overview was developed with attention to the implications of distance education and technological applications on visually impaired people. Four recommendations were made for adult basic education programs for the visually impaired: (1) effective strategies should enable and promote participation; (2) equal access should be provided commensurate with other community members to available technology; (3) specific locations should be designated in each region to facilitate access and participation; and (4) specific inclusion and opportunity should be ensured in initiatives.

skills in English, and there was a positive relationship between the objective measure of reading skills as assessed by the literacy tasks and the perceived skills of respondents. (A separate overview section highlights results.) (YLB)

ED 348 520 CE 061 741

Alberta Literacy Inventory Report.
PUB DATE- Dec 90
NOTE- 310p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrators; Adult Basic Education; Adult Educators; *Adult Literacy; Adult Students; Comparative Analysis; *Delivery Systems; Educational Administration; Enrollment Rate; Foreign Countries; *Literacy Education; Profiles; *Resource Centers; *Student Characteristics; Teacher Characteristics; Teachers; Tutoring
IDENTIFIERS- *Alberta

This report presents results of a study to identify existing literacy programs and resource centers in Alberta and profile the individuals who hold a stake in Alberta's literacy programming efforts. It begins with highlights of project results related to programs, program administrators, instructors/tutors, and learners (all groups) and a summary of similarities related to programs, learners, and literacy practitioners. A 34-item bibliography is provided. The body of the report begins with an introduction to the study, including its context. Section 2 details research methodology. Sections 3-5 provide inventories (composite portraits and data) on these programs that were identified: 63 of 65 tutor-based literacy programs, 241 of 253 institutional literacy programs, and 52 libraries housing 53 literacy resource centers. Section 6 compares data from the tutor-based and institutional literacy programs. Sections 7-13 provide profiles and discussions of these stakeholders in literacy programming: tutor-based literacy program coordinators, literacy program administrators, volunteer tutors, literacy instructors, tutored learners, institutional learners (grade levels 0 to 9), and institutional learners (10 to 12). Section 14 compares the three learners groups. Appendices to the report contain the following: maps of learner interview sites; inventory instruments and statistics; profile instruments and statistics; response rates for all instruments; and 34 references. (YLB)

ED 348 521 CE 061 742

SALSA (Southwest Advanced Learning System for Adults). Pilot Project Research Report.
PUB DATE- 8 Apr 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Blue Collar Occupations; *Computer Assisted Instruction; Demonstration Programs; Educational Innovation; Home Study; Illiteracy; *Independent Study; *Literacy Education; Microcomputers; Reading Skills; Staff Development; *Telecommunications
IDENTIFIERS- Southwest Advanced Learning System for Adults; Workplace Literacy

Researchers at Rio Salado Community College (Arizona) directing an educational research project, called the Southwest Advanced

An assessment was made of the extent to which participants enrolled in programs funded by Title IIA of the Job Training Partnership Act (JTPA) receive support services that enable them to attend training. Specifically, the study sought to determine the following: (1) the extent of participant support that local JTPA programs provide; (2) the relationship between such support and program participants' success; and (3) the degree to which support is provided through coordination arrangements with other sources. A mailed questionnaire was used to survey all 628 JTPA service delivery areas (SDAs), with an 89 percent response rate, and 5 SDAs were visited. Analysis of survey data showed that SDAs spent about 9 percent of their JTPA Title IIA funds for participant support, although some of this money was actually used for work experience, which does not facilitate access to training. In the five SDAs studied, about 20 percent more single parent participants who received one support service (child care) completed the program and/or found jobs than did single parents who did not receive child care. About half the SDAs responding to the survey had coordination agreements with other agencies to provide some supportive services. Recommendations were made that the Labor Department provide guidance to SDAs on how to obtain funds for supportive services and how to enhance the services through coordination with other agencies. (The report includes 15 tables and 14 figures.) (KC)

ED 348 541 CE 061 770

DOD Service Academies. Status Report on Reviews of Student Treatment. Statement of Paul L. Jones, Director, Defense Force Management Issues, National Security and International Affairs Division. Testimony before the Subcommittee on Manpower and Personnel, Committee on Armed Services, U.S. Senate.
PUB DATE- 2 Jun 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; Females; Higher Education; *Military Training; *Minority Groups; *Sex Bias; *Sexual Harassment; *Student Attitudes
IDENTIFIERS- *Air Force Academy CO; *Military Academy (West Point) NY; Naval Academy MD

Preliminary results of ongoing reviews of student treatment at the U.S. Military Academy, the U.S. Naval Academy, and the U.S. Air Force Academy show the following: (1) hazing has not completely disappeared from the academies, despite prohibitions against it; (2) women and minorities have not reached the same level of achievement as white males in a number of areas, although no deliberate or systematic efforts to treat them differently have been found; (3) sexual harassment occurs more frequently than is reported; (4) although both men and women believe that reports of harassment will be investigated and offenders punished, there are significant negative consequences to reporting it; (5) military performance systems could be improved through elimination of subjective elements; and (6) academy adjudicatory systems provide the minimum due process rights stipulated by the courts and some additional rights, with limitations. (KC)

ED 348 542 CE 061 771

The Goal 5 Technical Planning Subgroup on International Workforce Skills Report to the National Education Goals Panel.

DESCRIPTORS- Adult Basic Education; Arithmetic; Basic Skills; Citizenship Education; *Continuing Education; Distance Education; *Dropouts; *Educational Needs; Elementary Education; Entrepreneurship; Foreign Countries; Guidelines; Health; Illiteracy; Literacy Education; *Material Development; Mathematics Skills; *Models; Program Design; Program Development; Program Implementation; Self Esteem; Thinking Skills; Values Education
IDENTIFIERS- *Asia; *Pacific Region

This report summarizes discussions of a working group meeting on the continuing education needs of early primary school leavers in Asia and the Pacific. An introduction summarizes the welcoming addresses. Chapter 1 presents highlights of experiences of these countries in providing continuing education to school leavers: Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand. Chapter 2 discusses the learning needs of early primary school leavers identified by the meeting: literacy, communication, and post-literacy skills; numeracy or arithmetic skills; occupational, technical, or entrepreneurial skills; values development; citizenship training; thinking skills; self-confidence or self-worth; and primary health care, hygiene, and sanitation. Areas of action to meet the learning needs of dropouts are recommended. Chapter 3 proposes four operational models for continuing education: distance education and community-based instruction model, continuing education model for early primary school leavers, community-centered model, and distance study model. Chapter 4 discusses a 10-step process for instructional materials development. Chapter 5 makes recommendations for follow-up actions at the national and regional levels. Appendixes include the following: "A Conceptual Framework and Proposed Operational Models for Early Primary School Leavers in Asia and the Pacific" (Vichai Tunsiri); opening statement (Leonardo de la Cruz); and participant list. (YLB)

ED 348 560 CE 061 809

Hayward, Becky Jon
Dropout Prevention in Vocational Education: Findings from the First Two Years of the Demonstration.
PUB DATE- 20 Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Demonstration Programs; *Dropout Prevention; Dropout Programs; Educational Improvement; Educational Planning; Educational Strategies; Federal Programs; *High Risk Students; High Schools; *Outcomes of Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Peninsula Academies Program; *Project COFFEE

This paper discusses the evaluation of 4 of the 12 project sites that are participating in a U.S. Department of Education demonstration program to implement dropout prevention or reentry models that include vocational education as the key intervention strategy. The evaluation study includes the following: (1) identification of factors that affect the extent to which grantees have been able to implement the intended service design; (2) analysis of relationships between project implementation and student outcomes; and (3) consideration of the likelihood of replication of exemplary projects in other

Evaluating the Impact of Workplace Literacy Programs. Results and
Instruments from the NCAL Workplace Literacy Impact Project.
SPONS. AGENCY- National Center for Adult Literacy, Philadelphia,
PA.; Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Jul 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information
Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy;
Demonstration Programs; *Education Work Relationship; Employer
Attitudes; Employer Employee Relationship; *Evaluation Methods;
Literacy Education; Models; *Outcomes of Education; Program
Effectiveness; *Program Evaluation; Unions
IDENTIFIERS- *Workplace Literacy

This two-part document reports the results of a literature review of workplace literacy program evaluation and then details a study of two current workplace literacy programs. The five chapters of the first part summarize findings on what is known about workplace literacy programs, methods for evaluating workplace literacy programs, assessing workplace literacy program results, assessing the impact on family literacy, and assessing the impact on productivity. The second part describes the study, the purposes of which were to develop an impact assessment model for workplace literacy programs and to produce data on the impact of programs at two sites, as well as to refine the model for use at other sites. The two sites chosen were very different but both operate established programs involving technical and communications training, high school equivalency programs, and English-as-a-Second-Language classes. Pre- and post-program data were gathered on learners' job productivity, literacy attributes, and literacy practices with their families through interviews, tests, and questionnaires, and supervisor ratings. Results showed that learners made gains in their literacy self-image, their ability to articulate plans, the amount and range of literacy activity both at work and away from work, and their reading strategies and comprehension. The study concluded that the evaluation process developed can be used as a model for evaluation of workplace evaluation projects. Eight appendices contain project forms, and a bibliography lists 79 references. (KC)

ED 348 580 CE 061 854

Mikulecky, Larry; And Others
A Guidebook for Developing Workplace Literacy Programs. A
Publication of Indiana's Model Workplace Literacy Training
Program.
PUB DATE- 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum
Development; Demonstration Programs; *Education Work
Relationship; *Literacy Education; Models; *Program
Development; Program Evaluation
IDENTIFIERS- *Indiana; Literacy Audits; *Workplace Literacy

This guide, based on the Model Workplace Literacy Training

Problems have included: (1) preponderance of theories; (2) diversity in background/preparation; (3) ambiguous directions for application; (4) pragmatic/anti-theory bias; (5) generic, not specific, understanding; (6) indiscriminate use of theory; (7) lack of critique; (8) theory as prescription; (9) theory versus organizing framework; and (10) bandwagon claims. (ABL)

ED 348 599 CG 024 417

Cook, Ronna; And Others
A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth. Phase 2 Final Report. Volumes 1 and 2.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 91
NOTE- 416p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Counseling; *Daily Living Skills; *Foster Care; *Independent Living; Individual Development; National Surveys; Program Effectiveness

A National Evaluation of Title IV-E Foster Care Independent Living Programs for Youth was conducted to evaluate the influence of the Independent Living Initiatives, Public Law 99-272, on States' development of programs, policies, and services; and the impact of services on outcomes for older youth discharged from foster care. The first phase of this evaluation was completed in August 1990. This report addresses the findings of Phase II conducted between August 1990 and September 1991. The sample design for this study employed a multi-stage, stratified design with probability sampling at each of three stages of selection: State, county clusters, and youth 16 and older who were discharged from foster care. Using regression modeling techniques, the impact of receiving independent living skills training on these youths' outcomes was assessed. The ability to achieve self-sufficiency was measured in the near term and the long term. The study found: (1) services authorized by the Independent Living Initiatives have the potential to improve outcomes for youth; (2) skills training in particular skill areas led to better individual outcomes and no one skill area had a consistent effect across all outcomes assessed; and (3) more comprehensive effects were achieved with a combination of skills delivered within a prescribed set of five skill areas: money management, consumer skills, skill in obtaining credit, skill in the use of educational opportunities, and skill in finding and maintaining employment. Volume 1 of the report presents the findings. Volume 2 details the study methodology, sampling, weighing, and estimation procedures, and also contains the study questionnaire. A large proportion of both volumes consists of detailed statistical tables and charts. (ABL)

ED 348 600 CG 024 418

Sonnert, Gerhard; Commons, Michael L.
Society and the Highest Stages of Moral Development.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).
LANGUAGE- English

statements from open ended interviews with key individuals (N=28) who teach or study ethics at Harvard University (Massachusettts) were assessed. Stage was assessed using the General Stage Scoring System, which in turn was based on the General Stage Model (Commons & Richards). Included in the interview were adaptations of Armon's Good Life Instrument, a dilemma constructed from an actual incident, and the Heinz dilemma (Colby & Kohlberg). Stage ranged from 4 to 5, suggesting that the institutional atmosphere of the university may not reinforce individual development to the highest stages but rather may tend to limit it at the systematic stage. (Author/ABL)

ED 348 618 CG 024 436

America's Families: Conditions, Trends, Hopes and Fears. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 19 Feb 92
NOTE- 292p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Family (Sociological Unit); Family Problems; Family Programs; Hearings; Public Policy; Trend Analysis
IDENTIFIERS- Congress 102nd

The text of a hearing on American families is presented in this document. Comments by Representatives Patricia Schroeder, Bob McEwen, Michael Bilirakis, Frank Wolf, and Jim Bacchus, as well as Senator John D. Rockefeller, IV, are presented. Testimony and/or prepared statements and materials are included from these persons: (1) Gary L. Bauer, president, Family Research Council, Washington, D.C.; (2) David Blankenhorn, president, Institute for American Values, New York, New York; (3) Vincent Breglio, president, RSM, Inc., Lanham, Maryland; (4) Greg Duncan, program director, Survey Research Center, University of Michigan, Ann Arbor, Michigan; (5) Donald Hernandez, chief, Marriage and Families Statistics Branch, Population Division, Bureau 20 of the Census, U.S. Department of Commerce, Washington, D.C.; (6) Celinda Lake, vice president, Greenberg-Lake, Washington, D.C.; (7) Thomas Plewes, Associate Commissioner for Employment and Unemployment Statistics, Bureau of Labor Statistics, U.S. Department of Labor; (8) Robert Rector, policy analyst for Family and Welfare Issues, The Heritage Foundation, Washington, D.C.; (9) Judith Weitz, KIDS COUNT Coordinator, the Center for the Study of Social Policy, Washington, D.C.; (10) Jason Zimbler, Nickelodeon Show "Clarissa Explains It All," New York, New York; (11) William Archer III, M.D.; and (12) Frances McNaught of the U.S. Department of Labor. (ABL)

ED 348 619 CG 024 437

Rogers, James R.
Self-Concept, Existential Reality and Radical Voluntary Mid-Life Career Change: A Theoretical Model.
PUB DATE- 6 Apr 90
NOTE- 15p.; Paper presented at the Annual Ohio State Conference on Aging (13th, Columbus, OH, April 6, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)

necessary for the education system to radically redefine its purpose if change is going to occur. It can no longer serve as merely an institution which provides information, facts, and formulas for growing minds. It must also embrace the notion that it has become an absent parent as well. It has become the training ground and source of ethics and moral preparation for children, and thus must provide strong models and programs for social behavior. (Author/ABL)

ED 348 638 CG 024 468

O'Neil, James M.
A Counseling Psychologist in the USSR as a Fulbright Scholar.
PUB DATE- 18 Aug 92
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; *Counseling; *Foreign Countries; Higher Education; Psychology
IDENTIFIERS- Counseling Psychology; *Fulbright Exchange Program; *Russia

This paper describes the experience of a counseling psychologist who completed a Senior Fulbright Teaching Lectureship at Moscow State Pedagogical University in Moscow, Russia from February 19 to April 24, 1992. The primary goal of the paper is to provide observations about Russian education, the status of counseling, and life in Moscow 6 months after the failed coup d'etat. Secondly, the paper is written to encourage other counseling professionals to apply for Fulbright Awards in Russia and around the world to better internationalize the counseling profession. The author was the first counseling psychologist Fulbrighter to teach Counseling Psychology in Russia and one of the first psychologists to lecture on counseling after the end of the Communist party and the feared KGB. Specific details of the Fulbright experience are enumerated including the author's teaching, research, academic placement, and relationships with Russian colleagues. Personal, professional, and political perspectives of this country in transition are given. (Author)

ED 348 639 CG 024 469

Kenny, Maureen E.
Parental Attachment, Psychological Separation and Eating Disorder Symptoms among College Women.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Anorexia Nervosa; *Bulimia; *College Freshmen; *Eating Habits; *Females; Higher Education; *Parent Child Relationship; Well Being

In this study the relationship of parental attachment and psychological separation to levels of eating disorder symptoms was examined for a sample of college women (N=162) from English classes at a private, urban, coeducational Jesuit university in the northeast. Participants resonded to the Parental Attachment in favor of a morphophonemic spelling system for CCE that would really make it look like a different language. The first exposure the children had to their native language in written form was a primer that used simple line drawings to illustrate sample words. Various language experience texts were gathered from the children and used in the classroom. At the end of the first term, stories and other texts were collected into a reader. The orthography also worked well with children who were already literate CCE speakers. After a coup and the invasion of Grenada by the United States, the anthropologist returned with further reading materials. The power of the materials was demonstrated over and over again. The enjoyment demonstrated by the children as they read their native language suggests that reading CCE would enhance the language arts programs in Creole speaking territories by making schooling a more positive experience for them. (Four figures illustrating aspects of CCE are included; 15 references, sample pages and stories from the reader, a word recognition test, and a phonics drill are attached.) (RS)

ED 348 659 CS 011 012

Patterson, Retie Y.
Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.
PUB DATE- May 92
NOTE- 143p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Critical Reading; *Critical Thinking; Grade 1; Language Experience Approach; Primary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; *Whole Language Approach
IDENTIFIERS- Florida

The practicum reported in this paper addressed the high percentage of children receiving below average grades in an average first grade reading comprehension class by implementing an integrated approach to reading. Various screening devices, a survey of kindergarten teachers, the Dolch Basic Sight Word Test, the Analytical Reading Inventory (Woods and Move, 1985), the Health Reading Level Test (D. C. Health, 1989), and an Interest Inventory (Miller, 1978) were employed to discern specific behaviors among the children. Based upon these findings a Literature Based Instruction classroom was organized and implemented to provide relevant learning strategies and experiences. The children were exposed to an active constructive process. It required them to think before, during, and after reading, a process that involved the interaction of the reader, the material being read and the content of the material. The results indicated a significant achievement level for the target group. It was concluded that children can be introduced to the world of reading by way of an invitation to join in the sheer joy of playing with the gift of language. If, in the real world, reading, writing, speaking, and listening are highly integrated activities, then the literacy activities that take place in classrooms should be similarly integrated. (One table is included; 19 references and 17 appendixes--including the kindergarten survey, the Interest Inventory, student data, a comparison of testing instruments, and sample assignments--are attached.) (Author/PRA)

ED 348 660 CS 011 013

ED 348 679 CS 213 484

Gomer, Judith R.
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.
PUB DATE- 92
NOTE- 43p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Basic Skills; Grade 9; *High Risk Students; High Schools; *Peer Teaching; Student Evaluation; *Student Motivation; *Tutoring; Writing Attitudes; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Writing Development

A practicum addressing the problems of low motivation and poor writing quality of 50 underachieving 9th-grade basic skills students is described in this report. The objectives were to increase motivation among the students and to improve the quality of their essay writing. Peer tutoring was used as a method for encouraging students to help each other improve their writing. Students were assigned nine essays to write in a 3-month period. Evaluations were done by fellow classmates, upper classmen, the Senior English teacher, and the Basic Skills teacher. Both conferencing and constructive written criticism were used for correction and improvement. Grading was accomplished by using a holistic scoring chart. Topics were chosen by the teacher in accordance with the state graduation examination so that the students would be well prepared at the time of testing. A plan was developed whereby each student had the opportunity to work with different partners, groups, and students from other classes. A survey assessed the students' attitudes about writing essays. Analysis of the data revealed that the participants' writing improved. Some attitudes about writing were also improved. The data in the practicum showed that self-esteem was enhanced when students worked together, a factor that caused their writing attitudes and abilities to improve. (One table is included; 22 references and 2 appendixes--containing the student questionnaire and a list of essay topics--are attached.) (Author/PRA)

ED 348 680 CS 213 485

Freeman, Mary Helen
Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.
PUB DATE- 92
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academically Gifted; Intermediate Grades; Primary Education; Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Developmental Curriculum; *Writing Development

A practicum was designed to increase third, fourth, and fifth grade gifted and talented students' exposure to the writing process. Nine behavioral objectives were identified: (1) demonstrating more prolifically and mechanically correct narratives; (2) demonstrating more positive feelings toward writing; (3) increasing the number of words used in a narrative; (4) completing a publication-ready narrative; (5) increasing selection of words in a narrative; (6) indicating success in having a written work published; (7) reporting self-carried out with two female part-time faculty members faced with the effects of the economic crisis at California State University, Chico. The methodology of the study was based on a phenomenological approach. The findings corroborate other research on women's experience which suggests that women tend to identify self with other and to fuse the often separated categories of personal and professional life. The threat of lay-off caused the women in this study to violate this identification, however, and instead to exist on the boundary of that fusion. Their world was characterized as a tense, negative experience that threw into doubt fundamental beliefs about self and work. Findings suggest that a solely quantitative investigation would not reveal the depth of detail and description which qualitative interview techniques and phenomenological interpretation can provide. (An appendix includes numerous excerpts from the interviews.) (HB)

ED 348 699 CS 507 888

Kersten, Larry; Phillips, Stephen R.
Electronic Identities: The Strategic Use of Email for Impression Management.
PUB DATE- Feb 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (63rd, Boise, ID, February 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Electronic Mail; Higher Education; Information Networks; *Interpersonal Communication; Network Analysis; Research Methodology
IDENTIFIERS- Communication Strategies; Computer Communication; *Impression Management

Traditionally, e-mail (electronic mail) has been seen as an efficient communications medium for the transmission of simple, routine, unambiguous messages. More recent research has argued that the simple, efficient view of e-mail is incomplete. Future research should be extended into the strategic and symbolic functions of email, such as the use of email for impression management. Impression management has a lengthy and interesting development in the fields of sociology and social psychology, but has remained largely ignored by those in the field of communications. Communications scholars should focus on the potential use of email for impression management for three reasons: (1) the use of email influences the development, maintenance and distribution of power in organizations; (2) email has a potential impact on a worker's job satisfaction; and (3) as computer technology becomes more common, researchers should investigate the ways employees reinvent technologies to reach social goals. Data were gathered from over 1,100 messages from 25 employees at a west coast research institute affiliated with a major university. The data suggests that numerous behaviors exhibited by email users can be related to impression management, and provide examples of goals, illustrations of impression management (ingratiation, self-promotion, intimidation, exemplification, and supplication), and examples of four types of ceremony (personalization, keeping in touch, salutations and conclusions, and meta-messages). A methodology for the study of the ways email is used for impression management could be based on the strategy of triangulation of methods, which involves a series of dialogues. (Thirty-seven critical attributes; (2) explains what the nongraded school is designed to accomplish; (3) analyzes the organization of the nongraded school; (4) describes the placement of students in classes; (5) discusses planning of the curriculum and the instructional program; (6) identifies the necessary preparation of parents and teachers for a successsful transition; (7) describes the reporting of students' progress as a result of successful nongrading; (8) analyzes the steps to independent learning; and (9) concludes with an account of how one traditional school became a nongraded and team-taught school with outstanding results. (Contains 14 references.) (LMI)

ED 348 720 EA 024 160

Tan, Jee-Peng; Mingat, Alain
Education in Asia: A Comparative Study of Cost and Financing. World Bank Regional and Sectoral Studies.
PUB DATE- 92
NOTE- 239p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Developing Nations; Dropout Characteristics; *Educational Assessment; *Educational Development; *Educational Finance; Educational Policy; *Efficiency; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; Human Capital; Primary Education; Public Policy; Resource Allocation; *School Statistics; Social Indicators; Tables (Data)
IDENTIFIERS- *Asia

Data analyzed in this study are drawn from varied sources including documents provided by governments in the context of the World Bank's operational activity. The data on a basic set of indicators were assembled for a core of 11 Asian countries (Bangladesh, China, India, Indonesia, Korea, Malaysia, Nepal, Papua New Guinea, the Philippines, Sri Lanka, and Thailand). Data for other Asian countries are also presented when available. After an overview, chapter 2 highlights the main features of education in Asia in an international and regional perspective. Chapter 3 provides more detailed documentation of education costs and financing arrangements in Asian countries, focusing on such items as the pattern and level of unit costs across levels of education, the distribution of public spending, and the contribution of private financing. Efficiency and equity are addressed in chapters 4 and 5. Chapter 6 offers conclusions based on the cross-sectional analysis and makes suggestions for future work. The study concludes that the two most essential components of an effective education policy are greater attention to primary education and reduced public financing of higher education. Interspersed within the text are 49 tables and 36 figures. The appendices contain an additional 32 tables and the following: (1) a succinct description and comparative evaluation of the current status of education in individual Asian countries; (2) details on data sources and the corresponding core educational statistics; and (3) figures and miscellaneous data referred to in the text. (Contains 137 references.) (MLF)

ED 348 721 EA 024 164

French, Dan
The Massachusetts Middle Grade Regional Alliance Network: Improving the Middle Grades through Collaborative Professional

PUB DATE- Feb 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Admission (School); Educational Opportunities; Elementary Secondary Education; Eligibility; *Equal Education; Nontraditional Education; *Parent Participation; *Public Schools; *School Choice; State Government; *State School District Relationship
IDENTIFIERS- *Massachusetts

Twenty-four questions regarding school choice concerns are answered in this document, which advocates school choice in public schools for Massachusetts. The following issues are included: the rationale for school choice; drawbacks to currently available choice options; components of an effective choice plan; the definition and maintenance of common standards and accountability; the impact of choice on teaching; administration and transportation; parental decision-making information; and maintenance of racial balance. The elements of a public education system based on diversity and choice within individual school systems and state- or region-wide plans are described. The roles of the school board, superintendent, principal, and state government in school choice are also examined. (LMI)

ED 348 743 EA 024 202

Sares, Timothy A.
School Size Effects on Educational Attainment and Ability.
PUB DATE- Apr 92
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Ability Identification; *Academic Achievement; *Educational Attainment; Enrollment; High Schools; High School Students; Nonverbal Ability; *Predictor Variables; Productivity; Regression (Statistics); *School Size; Verbal Ability

Findings of a study that examined whether high school size significantly supplemented factors identified as contributing to educational achievement and ability are presented in this paper. In general, two divergent viewpoints concerning school size have been argued. One view holds that large schools are better than small schools because they offer students broader and richer curricula, larger libraries, and better facilities; the other view argues that small schools are better because they offer students more individualized attention. This study explored the effect of school size on Walberg's model of educational productivity (1984). Variables from the questionnaires used in the National Longitudinal Study (NLS) of the High School Class of 1972 were matched to the productivity factors identified by Walberg. The subjects were 1,539 senior high school students from the original 1972 study who were reexamined in 1979. The subjects were asked to take a test of ability consisting of selected mathematics and vocabulary presented in this paper. Analysis of class records of 401 college students enrolled in four child development courses taught from fall 1989 to spring 1990 indicated that there were significantly more absences if attendance was not required, and that there was a modest negative correlation between the number of absences and class grade average. The "not required explicit" policy, which explicitly states that attendance is not required and explains the correlation of absences with lower grades, is recommended because it allows students to make informed decisions and simplifies the teacher's work. Two tables are included. (LMI)

ED 348 763 EA 024 233

McLaughlin, H. James
Looking Back at Myself: A Soliloquy about Caring and Controlling.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Higher Education; Instructional Improvement; Instructional Leadership; Power Structure; *Professional Development; *Social Control; *Teacher Improvement; Teacher Responsibility; *Teacher Role; *Teacher Student Relationship; Teaching Methods

An eduator's self-analysis of changing beliefs about classroom relationships over the last 20 years are presented in this paper, with attention given to the philosophical and political issues of caring and controlling. Three phases of experience--student teaching, graduate school, and university teaching--are highlighted. The educator's approaches to teacher-student interaction moved from caring for students to leadership and student management to development of a social compact. A conclusion is that classroom authority does not involve management and control but is rather a social compact underwritten by the actions of caring and controlling. The social compact attempts to balance ongoing negotiation with legitimate authority, and can result in enhanced classroom solidarity and greater student responsibility. Teachers should seek ways of caring for students while understanding power and control. (Contains 19 references.) (LMI)

ED 348 764 EA 024 234

Genge, Fred C.
Assessing Inefficiencies in Illinois School Districts.
PUB DATE- Mar 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Cost Effectiveness; *Educational Assessment; *Educational Economics; Educational Equity (Finance); Elementary Secondary Education; Evaluation Methods; Expenditure per Student; *Measurement Techniques; *School District Spending; Scores; Standardized Tests
IDENTIFIERS- *Illinois

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; *Costs; *Disabilities; *Early Intervention; Educational Legislation; Federal Legislation; Infants; Needs Assessment; *Preschool Education; Program Development; Toddlers
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

This document is intended for state level administrators responsible for planning, developing, and implementing policies and services related to the Infant-Toddler Program (Part H) and the Preschool Program (Part B) of the Education of the Handicapped Act Amendments of 1986. The document is designed to provide a framework for planning and conducting a cost analysis composed of several sequential steps. It also offers ideas about projecting costs, examples of methods used in various states, and results from individual states for use as reference points. The guide is organized around the nine cost analysis steps. These are: (1) state the purpose for conducting the cost analysis; (2) define the population to be served; (3) determine the number of eligible children; (4) determine how many children will be served; (5) determine how many children are currently being served and how many are unserved; (6) describe services and settings; (7) select and implement a cost methodology; (8) identify existing resources and potential gaps; and (9) report the findings and make recommendations. (DB)

ED 348 784 EC 301 404

Wessel, Janet A.; Holland, Bernard V.
The Right Stuff: Developmentally Appropriate Physical Education for Early Childhood Preschool through Grade Two for All Children.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Convention of the American Association of Health, Physical Education, Recreation and Dance (Indianapolis, IN, April, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adapted Physical Education; *Curriculum Development; Delivery Systems; *Disabilities; Early Childhood Education; *Educational Objectives; Educational Quality; Instructional Development; Instructional Effectiveness; Models; *Motor Development; *Physical Education; Psychomotor Skills; Skill Development; *Standards; Student Educational Objectives

This paper focuses on physical education for students in preschool (3 to 5 years) and primary grades K-2 (5 to 7 years). It describes developmentally appropriate practices as a set of indicators for high quality play and motor skills programs for all children, including children with special needs. The paper also describes and recommends an outcome driven decision making model to integrate the identified quality program indicators for making instructional and curricular decisions to serve all children. The paper notes changing demographics that bring new faces to schools and challenge the shape of school programs. It describes "best practices" derived and adapted from developmentally appropriate practices in general education, early childhood education, learning and movement principles, and early childhood special education. Specific attention is collaborative consultation training. Recommendations stress the shared responsibility of special education, resolving the definition dilemma, allocating sufficient resources, providing a full continuum of service options, and empowering a single case manager. (Contains 53 references.) (DB)

ED 348 803 EC 301 424

Winget, Pat, Ed.; Kirk, Joyce, Ed.
Surrogate Parents in California Special Education: An Overview.
SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.
PUB DATE- 91
NOTE- 59p.; For the Resource Notebook, see EC 301 425. Developed by the Surrogate Parent Working Committee. A product of the Resources in Special Education project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Child Advocacy; *Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Parent Role; School Districts; Special Education; State Legislation; State Programs; State Standards; Volunteers
IDENTIFIERS- *California; *Surrogate Parents

This manual has been developed to assist local California education agencies, placing agencies, and providers in the implementation of the revised requirements for the appointment of surrogate parents for special education pupils, ages 0 through 21. Also included is an explanation of state and federal mandates for parent involvement, educational entitlements, and procedural safeguards for individualized educational programs. The major considerations for making surrogate parent appointments include: (1) identification of children in need of a surrogate parent; (2) the appointment process, responsibilities and requirements of surrogate parents, and the recruitment of surrogate parents; (3) training of surrogate parents; and (4) the responsibilities and roles of agencies in this program. Briefly considered are monitoring and complaint procedures and some special situations. Much of the document consists of the following appendixes: statute code references; sample forms (e.g., notification, surrogate training parent certification, appointment/acceptance of surrogate parent); an all county letter; a listing of special education local plan areas and administrators; a listing of court appointed special advocates; and charts. (DB)

ED 348 804 EC 301 425

Surrogate Parents in California Special Education: A Resource Notebook.
SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.
PUB DATE- 92
NOTE- 260p.; For the Overview, see EC 301 424. A product of the Resources in Special Education project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

(120)
DESCRIPTORS- Academic Achievement; Data Collection; *Disabilities; *Educational Objectives; Elementary Secondary Education; Higher Education; *Mathematics Achievement; Postsecondary Education; Public Policy; Remedial Instruction; Research Needs; *Science Education
IDENTIFIERS- *National Education Goals 1990

This brief report cites the grade of "poor" given to the United States educational system on the fourth of the six National Education Goals proposed by the President and the Governors in 1990. The fourth goal states that "By the Year 2000, U.S. students will be first in the world in science and mathematics achievement." The report then discusses this goal in relation to students with disabilities, addressing the topics of the lack of data on performance of students with disabilities, the emphasis on remedial instruction in science and math for students with disabilities, the low incidence of students with disabilities proceeding to postsecondary education in science or math, methods of monitoring science and math achievement, and information still needed in this area. (JDD)

ED 348 824 EC 301 446

Pursuing Adult Literacy and Lifelong Learning: National Education Goal 5 and Students with Disabilities. Brief Report 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Literacy; Citizenship Responsibility; *Disabilities; Education Work Relationship; Elementary Secondary Education; *Lifelong Learning; *Literacy Education; Postsecondary Education
IDENTIFIERS- *National Education Goals 1990

This brief report cites the grade of "adequate" given to the American educational system on the fifth of the six National Education Goals proposed by the President and the Governors in 1990. The fifth goal states that "By the Year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." This goal is discussed in relation to youth with disabilities, focusing on involvement of American business in strengthening the connection between education and work for students with disabilities, postsecondary training or education completed by young adults with disabilities, demonstration of literacy achievement by college graduates and other former students, methods of monitoring the literacy skills and lifelong learning of young adults with disabilities, and information that is still needed. (JDD)

ED 348 825 EC 301 447

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 92
NOTE- 9p.
LANGUAGE- English

Stress Variables; *Vocabulary Development

A study of German-speaking learners of English as a Second Language observed students telling a story, in English, based on an eight-frame cartoon provided to them. The cartoon had a surprising conclusion whose understanding required careful observation early on, creating a cognitive stress affecting language processing. It was found that in addition to this task stress, the students identified with a character or characters, and this perspective confounded the linguistic findings. However, the story told successfully by one subject allows analysis of temporal variables in the retelling, attention to details, vocabulary deficiencies, native language interference (fossilizations and transfers), and use of reliable phrases. It is concluded that while the processing of a second language is related to linguistic and metalinguistic knowledge acquired in the native language, the real issue in advanced second language processing is the availability of lexicon, particularly of proceduralized linguistic units (words, collocations, and formulas) readily accessible so the speaker can afford to search for and retrieve other linguistic knowledge. A brief bibliography is included. (MSE)

ED 348 844 FL 020 445

Bourne, Jill
Towards an Alternative Model of Second Language Learning.
PUB DATE- 86
NOTE- 13p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Language Research; *Linguistic Theory; *Oral Language; Psycholinguistics; Second Language Learning; *Second Languages; *Sociocultural Patterns

A discussion of classroom second language learning focuses on whether or not the concept of natural development in a target language is an appropriate research perspective. It is argued that the current psycholinguistic framework for such research should be replaced by the perspective that language learning is a social and contextual, not maturational, process. The description of one classroom in which young learners of English as a Second Language come from many linguistic and cultural backgrounds is used to illustrate this contention. It is proposed that this social approach to language development is supported by recent research on cognitive development, which finds that the latter is an interactive and not an isolated psychological phenomenon. Therefore, language development is an intermental social process, closely connected with the development of thought but also closely connected with cultural processes and practices of society. A 26-item bibliography is included. (MSE)

ED 348 845 FL 020 446

Candlin, C.; Lucas, J.
Interpretations and Explanations in Discourse: Modes of Advising in Family Planning.
PUB DATE- 86

"Resources in Education"; and a sample entry from GPO's "Monthly Catalog." (MSE)

ED 348 864 FL 020 551

Halliwell, Susan; Jones, Barry
On Target: Teaching in the Target Language. Pathfinder 5. A CILT Series for Language Teachers.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Difficulty Level; Foreign Countries; Inservice Teacher Education; *Second Language Instruction; *Second Languages; Teaching Methods; Workshops

The guide is designed to illustrate how it is realistic and possible to teach in a target foreign language, propose effective instructional strategies and techniques, and offer suggestions for inservice teacher workshops on the approach. It is proposed that language students need to experience the target language as a real means of communication, have a chance to develop their own built-in learning system, and bridge the gap between controlled, secure classroom practice and the unpredictability of real language encounters. The guide begins with a discussion of teacher concerns about teaching in the target language, sources of meaning other than verbal in communication, classroom techniques for providing messages without use of language, and providing messages using limited language. The second section offers specific strategies for implementation in the classroom, including simple instructions and other expressions, techniques for encouraging student participation and satisfaction, and areas in which teachers can cooperate. Specific activities are provided and illustrated. The final section gives ideas for departmental inservice workshops on teaching in the target language, including activities, and recommendations for troubleshooting in classroom communication. (MSE)

ED 348 865 FL 020 553

Christina, Barbara
An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.
PUB DATE- 92
NOTE- 126p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Cooperative Learning; Cultural Awareness; Elementary Education; Elementary School Teachers; *English (Second Language); Higher Education; High Risk Students; *Inservice Teacher Education; *Limited English Speaking; Mainstreaming; Parent Participation; Student Attitudes; *Student Participation; Teaching Methods

The practicum reported here was designed for elementary school mainstream teachers experiencing difficulty with the instruction of limited English proficient pupils. It presented teaching strategies intended to involve the LEP pupil as an effective, language learning must be integrated into the change of organizational culture. (LB)

ED 348 884 FL 020 705

Liou, Hsien-Chin
Theory-Based Interactive Videodisc for EFL Learning: Design Considerations.
PUB DATE- Mar 92
NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (26th, Vancouver, Canada, March 3-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *English (Second Language); Instructional Design; Instructional Materials; *Interactive Video; *Learning Theories; *Linguistic Theory; *Material Development; Program Descriptions; Second Language Learning
IDENTIFIERS- *National Tsing Hua University (Taiwan)

A discussion of the design of effective instructional materials for English as a Second Language (ESL) focuses on the application of second language learning theories and concepts of instructional design from educational technology to development of interactive video. A number of second language learning models and related research are examined, including the cognitive processing, negotiated interaction, and experience models. Current language teaching practices are similarly reviewed, including communicative language teaching approaches, interactive language teaching, and applying what is known about learning strategies and styles to language teaching. Three aspects of research in the field of educational technology bearing on the discussion (the notion of inquiry leading to learning, the systems approach to instructional design, and attributes of courseware for computer-assisted instruction) are then reviewed, and the implications of theory, practice, and instructional design for interactive video are synthesized. A project at National Tsing Hua University (Taiwan) in which these findings were applied in development of ESL courseware on interactive video is then described and illustrated. Ideas for classroom use and considerations in evaluating the materials are discussed briefly. A 49-item bibliography is included. (MSE)

ED 348 885 FL 020 725

Dick, Warren
Laying a Foundation for Russian for Business and Economics.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Business Communication; Course Organization; *Cultural Awareness; Curriculum Development; *Economics; Higher Education;

ED 348 903 HE 025 723

Johnstone, D. Bruce
Working Papers in a Time of Fiscal Crisis. Studies in Public Higher Education. Number 2.
PUB DATE- Nov 90
NOTE- 50p.; For a related document, see HE 025 722.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; Administrator Role; Budgeting; Budgets; College Administration; Educational Finance; *Financial Exigency; Financial Problems; Higher Education; Multicampus Colleges; Parent Financial Contribution; Productivity; Public Sector; Resource Allocation; *Retrenchment; State Aid; *State Universities; Tuition; Undergraduate Study
IDENTIFIERS- City University of New York; *New York; State University of New York

This collection of five essays on public higher education in New York State treats challenges and conditions for public institutions during the current and continuing conditions of financial austerity. The first, "Productivity and Cost Containment: The Challenge of Pubic Sector Budgeting" looks at financial management and budgeting as those functions are influenced by the larger public sector budgeting. The second, "The Case for Differential Undergraduate Tuitions" presents the complexities accompanying this strategy, argues in favor of differential tuitions and tries to put the significance of the issue in perspective. The third essay, "The Case Against Income-Linked Tuitions for SUNY and CUNY" argues that income-linked tuitions at the State and City Universities of New York would not make good economic, political or technical sense and would push the parental contribution to the limit. The fourth essay, "Budget Options for SUNY in the Face of Additional Major Cuts in General Fund Appropriations," addresses strategies for the university during the current financial crisis. The final essay, "Exploration of Campus Closures in Response to Further Deep and Seemingly Permanent Cuts in State Tax Support," enumerates the facts and principles which would influence such a radical move as closing down a campus. A brief conclusion describes the key mission of public higher education in the face of the likelihood of continued financial austerity. (JB)

ED 348 904 HE 025 725

Assessing Reauthorization: The Provisions of the Conference Report on S.1150.
PUB DATE- Jul 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Federal Aid; *Federal Legislation; Financial Support; Graduate Study; Higher Education; *Income Contingent Loans; Minority Groups; Professional Education; *Student Financial Aid; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- Higher Education Act 1992; *Higher Education Act Title IV; *Higher Education Act Title IX; Pell Grant Program; Perkins Loan Program; Reauthorization Legislation

This document contains information from the joint House and

DESCRIPTORS- *College Instruction; *Cooperative Learning; Grouping (Instructional Purposes); Higher Education; *Instructional Innovation; Intergroup Relations; Learning Activities; Peer Teaching; Program Implementation; Self Directed Groups; Small Group Instruction; *Teaching Methods; Teamwork

IDENTIFIERS- *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This workbook presents guidelines and information on the use of cooperative learning (an instructional technique that requires students to work together in small, fixed groups on a structured learning task) and the development and implementation of student learning teams in postsecondary education. The workbook covers: (1) a definition of cooperative learning, evidence of its importance as an educational strategy for college instruction, and the advantages of applying cooperative learning at the college level; (2) features that characterize cooperative learning (e.g., positive interdependence and individual accountability); (3) the issues and decisions that need to be considered before beginning the first class meeting using a cooperative learning approach; (4) experimental applications of cooperative learning that can be implemented while still maintaining the classroom structure; (5) incorporation of cooperative learning strategies into classes which use more traditional formats such as lecture and discussion; (6) concerns about cooperative learning; and (7) an analytic review and synthesis of the key instructional elements which characterize the cooperative learning method and contribute to its educational effectiveness. Appendices include a sample of cooperative learning exercises in the area of research methods in education. Contains a 70-item bibliography. (GLR).

ED 348 921 HE 025 758

Rabitoy, Neil

Persistence and Impact: An Analysis of Academic Program Improvement Project Activity, 1980-1986.

PUB DATE- Aug 88

NOTE- 66p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Original printed on colored stock which may affect reproducibility.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Attitudes; *College Instruction; Comparative Analysis; Educational Quality; Excellence in Education; Higher Education; *Instructional Improvement; *Performance Factors; Persistence; *Program Effectiveness; Program Evaluation; *Program Improvement; Questionnaires; State Universities; Surveys; Teacher Attitudes

IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report examines the long-term impact of Academic Program Improvement (API) grants made from 1980 to 1986 at the California State University (CSU), by assessing the factors that contributed to or inhibited permanent adoption of successful innovations. Questionnaires from and interviews with project directors and administrators associated with funded

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Integrated Learning Systems

This paper reviews evaluation reports on the use of integrated learning systems (ILSs) in elementary and middle schools throughout the United States in light of the following questions: Do these systems work? Do students make more progress using an ILS than learning in "traditional" ways? Could the cost of software and equipment be better spent on smaller class size, higher teacher salaries, more print materials, inservice training in classroom management, or on training for using other innovative instructional programs? The following studies on the implementation of ILS are summarized: (1) the WICAT ILS in individual schools and Chapter I and compensatory education programs; (2) the use of Computer Curriculum Corporation (CCC) in Chapter I pull-out programs in public and parochial schools, including a 4-year study of CCC use in the Los Angeles (California) schools; (3) Jostens Learning Corporation's Basic Skills implementation; (4) a field experiment using computers in fifth through eighth grade mathematics in 31 schools; and (5) integrated systems piloted in New York City using CCC, WICAT, ESC, Prescription Learning, Wasatch, Ideal, Plato, CNS, and others. The analyses show that results differ as much based on different conditions of the study as on the different software packages used; students generally do somewhat better than expected using ILSs and sometimes the results are substantially superior; and evaluation data are not sufficient for use by a school district as a basis for acquisition and investment decisions. Tables showing comparisons of the various studies are included. (ALF)

ED 348 940 IR 015 581

Whalley, Peter
An Alternative Rhetoric for Hypertext.
PUB DATE- 90
NOTE- 17p.; A product of the Programme on Learner Use of Media. Ideas first presented at a meeting of the EARLI Text Processing Special Interest Group (Amsterdam, The Netherlands, November 8-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Foreign Countries; *Hypermedia; *Information Retrieval; *Instructional Design; Interaction; Learner Controlled Instruction; *Microcomputers; Multimedia Instruction; Reader Text Relationship; *Text Structure

This paper examines some of the theoretical and practical problems associated with the use of hypertext as a medium for teaching, and explores the positive role that it may be able to play in teaching materials. Hypertext is conventionally described as non-linear, and this aspect of non-linearity is interpreted as endowing it with many attractive features. An alternative perception is that hypertext is a fragmented text form, and hence fundamentally flawed as an expository medium. The conventional rhetoric for hypertext is based on the limited concerns of information retrieval and attempts to subordinate linearity in the text. However, an alternative rhetoric is possible based on the aspect of hypertext which is most likely to aid learning, its malleability. An attempt is made to distinguish between the parts that can be most usefully played by linear and non-linear elements in educational texts and an

EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Child Development; Clothing; Competency Based Education; *Consumer Education; *Family Health; *Family Life; Fashion Industry; Food; Home Economics Education; *Homemaking Skills; Instructional Materials; Job Skills; Nutrition; Secondary Education; Teaching Guides; *Technological Advancement; Textiles Instruction
IDENTIFIERS- Technology Education

These instructional materials create an awareness of new technological innovations and how they affect personal and family life. This teacher's guide is for instructing secondary students enrolled in a home economics program. The following introductory information is included: use of this publication, competency profile, instructional/task analysis, related academic and workplace skills list, and 84 references. Eight units of instruction are provided on the following topics: (1) orientation (Deborah Segraves); (2) family living (Marcy Carrick); (3) child development (De Ann Pence); (4) individual and family health (Brenda Brixey); (5) food and nutrition (Cathy James); (6) consumer education (Ruth Knight); (7) housing and home management (Linda Gregory); and (8) clothing and textiles (Pat Kellner). Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

ED 348 483 CE 061 672

Fortney, Clarence; And Others
Fundamentals of Welding. Teacher Edition.
PUB DATE- 92
NOTE- 507p.; For a related document, see CE 061 676. Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Engineering Drawing; First Aid; Hand Tools; High Schools; Instructional Materials; Machine Tools; Mathematics; Measurement; Mechanical Equipment; Metallurgy; *Metal Working; Occupational Safety and Health; Postsecondary Education; Teaching Guides; *Welding

These instructional materials assist teachers in improving instruction on the fundamentals of welding. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; and 27 references. Seven units of instruction are provided on the following topics: (1) welding orientation; (2) welding safety and first aid; (3) welding tools and equipment; (4) basic metals and metallurgy; (5) basic math and measuring; (6) welding print reading; and (7) basic welding joints and symbols. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination materials. (NLA)

(The Disability Services Act of 1986 appears in an appendix. Strategies for each recommendation and 59 references are included.) (NLA)

ED 348 502 CE 061 718

Koehler, Sandra L.; And Others
Teachers, Tools & Techniques. A Handbook for Adult Basic Education and GED Instruction.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 92
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Classroom Techniques; Cognitive Style; Cultural Traits; Guides; *High School Equivalency Programs; Learning Disabilities; Mathematics Skills; Motivation; Reading Skills; Retention (Psychology); Test Wiseness; Writing Skills
IDENTIFIERS- 353 Project; *General Educational Development Tests

This handbook for Adult Basic Education (ABE) and General Educational Development (GED) instruction synthesizes research and combines it with selected instructional strategies for instructors, tutors, and volunteers. This handbook is a reference tool that sets the scene for instruction in literacy and adult basic education. The handbook includes the following six sections: (1) adult learner--characteristics, retention and motivation, learning styles, learning disabilities, and cultural considerations; (2) reading--beginning readers, intermediate readers, content area reading, and study skills; (3) mathematics--standards for ABE/GED instruction; (4) three stages of the writing process; (5) classroom management--multilevel classes and cooperative learning; and (6) the GED test overview and test-taking strategies. Within each section, instructional strategies and tips for teachers are graphically highlighted. Selected resources are identified at the end of each section for more information. Eight appendices are included: professional organizations and publications; acronyms; perceptual styles inventory; GED information; GED regional superintendent offices; Fry Readability; Adult Learning Resource Center (ALRC) information; and ALRC publication order form. (NLA)

ED 348 503 CE 061 720

Strategies for Improving Adult Reading Performance.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; Demonstration Programs; Dictation; Educational Strategies; *Instructional Materials; Letters (Alphabet); Phonics; *Reading Improvement; *Reading Skills; Sentences; Spelling Instruction; Writing Skills
IDENTIFIERS- 353 Project; *Reading Recovery Projects

This project report explores the potential of using the strategies and methods of the Reading Recovery Program to teach

Learning System for Adults (SALSA), placed personal computers in the homes of production line workers as a supplement to traditional classroom basic skills training. Objectives were to determine whether this supplemental home-based computer education could shorten the time needed for factory workers to attain a desired level of reading competency and to determine whether other family members would perceive this learning system to be of value. Fifty-three Motorola, Inc. employees were issued computers for home use between August and December 1990. They received training in using them to access the NOVANET system for computer-assisted instruction. At the end of the project 40 were interviewed in groups; 17 family members were interviewed by telephone. Statistical analyses included reviewing employee and family data for patterns of computer usage. Thirty SALSA participants were paired with a control group of employees who received conventional instruction. These pairs were pre- and post-tested on the Tests of Adult Basic Education reading competency. Interviews revealed that employees in the experimental group and their families believed their skill and knowledge levels had increased. Critical variables affecting home-based computer use included perceived problems with initial training, hardware, and software; system downtime; and lack of clearly defined goals and objectives. Statistical analyses indicated greater gains for SALSA participants, but the gains were not statistically significant. (Appendixes include interview questions and answers and NOVANET course descriptions.) (YLB)

ED 348 522   CE 061 743

Parker, Gay E.
Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.
PUB DATE- 92
NOTE- 87p.; Ed.D. Practicum report, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Business Correspondence; *Business Education; *Business English; Grammar; High Schools; *Keyboarding (Data Entry); Material Development; Program Development; Proofreading; Skill Development; Teaching Methods; Typewriting; *Writing Skills

A practicum was designed to improve students' manual keyboarding composition skill. A program was developed to integrate the other requisite skills of well-written composition, accurate punctuation and grammar, and fastidious proofreading in a structured, progressive plan. The 25 students in the Typing I Business Fundamentals class, a keyboarding class with business applications, were in grades 10-12. To develop the manual skill, the students were dictated questions requiring one-letter response, progressing to full-paragraph responses as demonstrated each day in a 5-minute warm-up of journal writing. The students received instruction in the "7s" of writing as applied to business letters; opening, closing, and informational paragraphs; rewriting poorly written letters; and practice in punctuation, grammar, and proofreading techniques. Actual business situations were used along with cooperative teaching techniques and writing games. Pretest and posttest evaluations revealed substantial improvement in written composition, punctuation and grammar, and proofreading. Each student was able to master the manual composition keyboarding skill to the extent of comfortable enjoyment and good content productivity. (Appendixes include a list of 26 references,

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Jul 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; Economic Research; Economic Status; *Education Work Relationship; Foreign Countries; Global Approach; *Job Skills; Job Training; *Labor Force Development; *Outcomes of Education; Postsecondary Education; *Research Needs; Secondary Education; Skilled Workers
IDENTIFIERS- *National Education Goals 1990

National Education Goal 5 states that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. To date, education reform has focused on international competition and the need for a skilled work force in order to compete without lowering the U.S. standard of living. However, there has been no research that shows that the skills of U.S. workers are actually lower than those of workers in other countries or, if they are, what difference it makes in this country's ability to compete. Research is proposed to find out what is needed to be known to compare skills. That research would include a definition of basic literacy; the amount of occupation-specific skills possessed by the U.S. work force and how they compare to those of other nations' workers; workers' values, beliefs, and attitudes; workers' opportunity to develop skills; how work is organized; and what difference skills make and why. Data for this research could be reported for the first time in fall 1992, providing a baseline for the trend data in future reports. In future years, the United States could use several major international studies currently being organized and sponsored by organizations such as the World Bank, the Educational Testing Service, and the Organization for Economic Cooperation and Development. The United States could also stage a research program for the next 3-5 years to answer questions about workers' skills and their effect on economic productivity. A budget for such a research program would be about $1 million per year. (KC)

ED 348 543 CE 061 775

Technical and Adult Education Review.
PUB DATE- 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Agricultural Education; Allied Health Occupations Education; Annual Reports; Business Education; *Demonstration Programs; Faculty Development; Federal Legislation; Home Economics; Industrial Education; Marketing; Postsecondary Education; Program Descriptions; Secondary Education; State Legislation; *State Programs; Statewide Planning; Technical Education; Technology; *Vocational Education
IDENTIFIERS- Tech Prep; *West Virginia

This annual review is a synthesis of the West Virginia Division of Technical and Adult Education Services programs and plans at the conclusion of fiscal year 1991. It begins with letters from the State Superintendent of Schools and Assistant State localities. Included in the paper are brief descriptions of the four projects, a discussion of the relationships between project implementation and student outcomes for the first 2 years of project operations, and observations concerning the aspects of each project that appear to contribute to positive experiences and outcomes for participants. Three of the four projects are replicating widely known dropout prevention models--two are replications of the High School/Peninsula Academies model and the third is adapting Project COFFEE (Cooperative Federation for Educational Experiences); the fourth is adapting, for at-risk youth, a National Diffusion Network-validated project (GRADS--Guidance in Retraining Adolescent Dropouts), initially developed to serve secondary students with learning disabilities. Some of the student outcomes of the projects include higher grades, more credits earned, fewer courses failed, higher feelings of school affiliation, and more positive student perceptions. Positive outcomes are attributed to alternative schools, smaller school settings, and a more supportive environment. (KC)

ED 348 561 CE 061 810

Watson, Wendy; Bate, Barbara
Partnerships in Literacy: A Guide for Community Organization and Program Development.
PUB DATE- 91
NOTE- 225p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Literacy; *Community Cooperation; Community Organizations; *Community Programs; *Cooperative Programs; Coordination; Corporate Support; Demonstration Programs; Foreign Countries; Illiteracy; *Literacy Education; Material Development; *Program Development; *Program Implementation
IDENTIFIERS- Alberta; British Columbia; Ontario

This document addresses literacy partnerships and presents a guide for community organization and program development. Section 1, "Developing a Community Literacy Organization," provides a framework for planning. It covers getting started, becoming a society, building a strong board, conducting effective meetings, accessing the media, conducting a public awareness campaign, fund raising, and hiring staff. Section 2, "Implementing a Community Literacy Program," presents a framework for design. Topics include delivery models, marketing and promoting, recruiting volunteers, tutor training, credentialing literacy practitioners, assessing learners, selecting and developing materials, matching tutors and learners, inservice training, keeping records, recognition, and program evaluation. Samples, forms, and print and organizational resources are provided for most topics in sections 1 and 2. Section 3, "Literacy Partnerships," describes innovative projects that represent examples of collaborative partnerships in literacy in British Columbia, Alberta, and Ontario. Projects are in these categories: libraries, media, family literacy, business/labor (public and private sector partnerships), and advocacy groups (national and provincial). Section 4, "Community Literacy Programs and Projects," presents survey responses from 37 respondents. Each description gives name, coordinator and telephone number, purpose of organization, start-up, structure, funding, literacy awareness

Program for Indiana State Employees established at the Indiana Women's Prison in 1991, provides practical advice on developing workplace literacy programs. The guide is organized in six chapters, following an introduction that describes the origins of the Indiana program and outlines the steps in its development. Chapter 1 provides background information on effective workplace literacy programs, and the main body of the guide (Chapters 2-5) concentrates on the planning and curriculum development that lead up to delivering classes in the workplace. Described in detail and accompanied by illustrative anecdotes drawn from the Indiana program are the following: (1) comprehensive procedures for planning and scheduling initial meetings with managers to decide on training methods; (2) literacy task analyses of specific jobs to determine basic skills problems; (3) development of custom-designed curriculum based on the task analyses; and (4) delivering instruction to target groups. Chapter 6 and its addendum describe the methods of evaluation used with the Indiana model program and the evaluation results. A bibliography lists 19 references. Five appendixes provide a sample timeline for a workplace literacy program, a literacy task analysis, a sample recruitment form, an example of a custom-designed curriculum, and sample job aids. (KC)

ED 348 581 CE 061 855

Dowd, Steven B.
Human Resource Development Planning Based on Accreditation Guidelines.
PUB DATE- 92
NOTE- 16p.; For a related document, see ED 337 691.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accreditation (Institutions); *Community Colleges; *Faculty Development; *Guidelines; *Human Resources; Labor Force Development; Planning; *Radiologic Technologists; Two Year Colleges
IDENTIFIERS- Lincoln Land Community College IL

This paper presents a preliminary human resource development plan for the radiography program sponsored by Lincoln Land Community College (Illinois). The plan is based on the "Essentials and Guidelines of an Accredited Program for the Radiographer," initially adopted in 1944, and most recently revised in 1990, it involves the integration of external forces such as accreditation, demographics, and future trends with the internal human resources of the college. Items relevant to human resources are discussed in terms of outcome assessment. Following a review of the "Essentials and Guidelines" and a description of how they have an impact on the human resource development of a community college sponsoring a radiography program, the process is described. It consists of formulating goals based on institutional purpose, developing procedures upon which to evaluate these institutional goals, and indicating how these evaluations will be used to improve or maintain institutional effectiveness. Groff's (1990) description of human resource development in educational institutions as recruitment, supervision, staff development, and evaluation of personnel is used as an operational definition. This model of the use of human resource planning based on accreditation guidelines for a specific program (radiography) can be used with other programs that require specific accreditation in community colleges, such as nursing, respiratory therapy, medical laboratory technology, and child

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Development; *Moral Development; *Theories
IDENTIFIERS- Kohlberg (Lawrence)

Kohlberg has produced the most influential theory of moral development both within individuals and within society. As a cognitive-developmentalist, Kohlberg considered mathematical and logical intellectual operations to underlie both social and moral operations. The hierarchical arrangement of the stages was thus grounded in the hierarchical arrangement of those operations. Kohlberg's postconventional period (Moral Stages 5 and 6) begins sometime after adolescence; fully postconventional thinking and action appear after early adulthood. At Moral Stage 5, the Societal Universal stage, people justify actions on the basis on universal abstract principles. Kohlberg also posited a Moral Stage 6 but this proved to be the most problematic stage in his model for conceptual and empirical reasons. Conceptually, Kohlberg had difficulty in setting Moral Stage 6 apart from Moral Stage 5, and empirically, he found it difficult to identify subjects reasoning at Moral Stage 6. A meaningful Moral Stage 6 cannot be defined within individual moral development; it has to be understood as a discourse, as the property of a social enterprise. Thus Kohlberg was looking for Moral Stage 6 in the wrong place, and as a consequence, came up empty handed. At earlier stages, society is seen as a necessary environment for individual moral reasoning. At Moral Stage 6, moral reasoning is constituted by the social enterprise. Moral Stage 6 reasoning requires actual discourse, rather than monologically simulated discourse. (ABL)

ED 348 601   CG 024 419

Eldridge, Natalie S.
Counseling Dual Career Families: Heterosexual and Lesbian Perspectives.
PUB DATE- Aug 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Objectives; *Counseling Techniques; *Dual Career Family; *Employed Women; *Lesbianism; *Mothers; Sex Role
IDENTIFIERS- *Heterosexuality

Young women now have more freedom to shape themselves than young women anywhere or at any time in history. In counseling women for dual-career families the real and imagined difficulties must be addressed and their courage and self-conviction strengthened, not undermined. Especially crucial to the counseling process with these women is an understanding of traditional and emergent views of gender and gender roles that directly pertain to the dual-career family patterns. Gender extends beyond the individual and operates in the structures of society as well as in the dynamics of work and family relationships. Gender-related internal factors such as assumptions of female dependency and nurturance and male superiority and privilege, and external factors such as

DESCRIPTORS- *Adults; *Career Change; *Midlife Transitions; Models; Psychological Characteristics; *Self Concept; *Theories

The existential theory of radical mid-life career change is a theory focusing on work salient individuals around the age of 35 and beyond who have previously established a career path and who are in a position to alter that path due to minimal environmental constraints. The theory postulates that at around this age the realization of the finite quality of one's life begins to intrude into consciousness. As a response to this intrusion, each individual implicitly or explicitly chooses to deny the existence of these thoughts and their implications or to engage in a process of coming to terms with personal mortality and its significance to the remaining years of life. Choosing an acceptance strategy results in a fundamental change in one's self-concept which leads to a life evaluation process. Subsequent to the life evaluation process is an occupational evaluation process which leads to a judgment of its congruence or incongruence with the reformulated self-concept. If one concludes that the present occupation is congruent with the reformulated self-concept, stability of the established career path is predicted. Conversely, a conclusion of incongruence of the present occupation with the amended self-definition produces an internal motivation towards congruence resulting in a radical career change. The implications of this theory for assisting voluntary mid-life career clients seem appropriate within the context of extant empirical evidence. (ABL)

ED 348 620 CG 024 438

Horton, Lowell
Developing Effective Drug Education Programs. Fastback 332.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Drug Education; Elementary School Students; Elementary Secondary Education; Program Design; *Program Effectiveness; Secondary School Students; Social Attitudes; Substance Abuse

This booklet discusses obstacles to effective drug education programs and suggests components that should be included in order to ensure effective programs. The first section presents six questions to ask of one's drug education program, noting that a poorly conceived program can do more harm than good. The second section focuses on convincing students to delay beginning use of alcohol. Ten warning signs of drug and alcohol use are presented in the third section. These signs range from a drop in grades to a display of obvious behavior associated with intoxication or drug use. The fourth section discusses confronting social attitudes toward alcohol use. This section describes myths associated with alcohol use and the distorted messages which children receive from beer commercials. The fifth section provides the following suggestions for designing effective drug education programs: (1) articulate goals of the program; (2) focus on the gateway drugs; (3) start early; (4) plan a comprehensive program; (5) provide teacher inservice; (6) mobilize positive peer pressure; (7) involve parent networking; and (8) build evaluation into the program. An annotated bibliography of references and resources is included. (ABL)

ED 348 621 CG 024 439

Questionnaire, the Parental Separation Inventory, and the Eating Disorder Inventory. Consistent with expectations the results suggested that family relationships characterized by secure parental attachment are associated with adaptive psychological functioning and low levels of dysfunctional eating behaviors involving compulsive binge eating and self-induced vomiting. Contrary to expectations, characteristics of parental attachment were not associated with Drive for Thinness and Body Dissatisfaction. Other research has shown that high levels of body dissatisfaction are common among college women, while the psychological traits associated with clinical eating disorders, such as maturity fears, are less common. The expectation that characteristics of psychological separation would be useful in identifying maladaptive aspects of family relationships was partially supported. The findings suggest that characteristics of secure attachment, including positive affect, parental support for autonomy, and use of parents as a source of emotional support, in conjunction with freedom from feelings of guilt, anxiety, anger, and resentment in the parental relationship and the expression of attitudes similar to one's parents are associated with low incidence of bulimic behavior, feelings of personal effectiveness and an absence of maturity fears among first-year college women. (ABL)

ED 348 640 CG 024 470

Gonzalez, Gerardo M., Ed.; and Others
Challenges of Cultural and Racial Diversity to Counseling: Volume 2. Latin America and the United States. Mexico City Conference Proceedings (June 1990).
PUB DATE- 93
NOTE- 110p.; For the 1989 proceedings, see ED 328 840.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communication (Thought Transfer); Community; *Counseling; Counseling Techniques; *Cultural Differences; Cultural Influences; *Racial Differences
IDENTIFIERS- Cross Cultural Counseling; Spirituality

Papers from the second international conference of the American Counseling Association held in Mexico City in June 1990 are included in this book. The book is divided into four parts: community, diversity, communication, and spirituality. The following papers are included: (1) Myths, Realities, and Implications of the English Only Movement in the United States (Amado Padilla); (2) Models of Self among Young Men in the Guatemalan Highlands (Mary Brabeck); (3) Career Development: A Comparative Cohort Study of Fifteen-Year-Olds in Mexico and the United States (Pedro Sanchez, Dorothy Soukup, and Silvia Pech Campos); (4) Demographic Overview of Latino and Mexican-Origin Populations in the United States: Counseling Implications (Richard Valencia and Martha Menchaca); (5) Providing Culturally Sensitive Human Development Services for Latin Americans (Veronica Kaune-Wilde); (6) A Needs Assessment of Hispanic Students at a Predominantly White University (Jairo Fuertes, WIlliam Sedlacek, and Franklin Westbrook); (7) The Role of the Counselor in Intercultural and Interracial Exchange (Johnnie Miles); (8) How To Improve Multicultural Counseling (David Whitfield); (9) The Effects on Students' Ethnic Background and Counselor Expertness on Students' Perceptions of Counselors (Carlos Heredia); (10) Healing the Wounded Spirit (Diana Velazquez); (11) Self-Perceptions of Control over the Causality of School Performance among Low-Income Brazilian

Kirby, Maxine R.
Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.
PUB DATE- 92
NOTE- 142p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Inservice Teacher Education; Kindergarten; Kindergarten Children; Primary Education; *Reading Instruction; *Reading Material Selection; Reading Skills; Teacher Behavior; Teacher Improvement
IDENTIFIERS- *Emergent Literacy

A practicum was designed to assist 30 kindergarten teachers in increasing the authentic reading experiences of kindergarten students in their classrooms. The goal of the practicum was two-fold: to provide the teachers with alternative instructional strategies to drill and practice basic reading skills; and to provide adequate, developmentally appropriate reading materials for the students in the target teachers' classrooms. Survey results, classroom observations, and a review of pertinent literature were used to plan a 19-hour in-service program which was carried out over the school year. Data gathering methods were a student interest and attitude survey, questionnaires, checklists, professional literature, and videotapes on reading strategies. An analysis of the data revealed that the teachers used the knowledge that they gained to select quality children's books and to increase the authentic reading experiences of their students. At the same time, the teachers decreased their use of drill and practice of isolated skills. Monthly sharing sessions, professional literature, funds to purchase children's trade books, classroom observations, and a guest lecturer were rated by the teachers as beneficial aspects of the in-service. (The school system's organizational chart, and eight tables and one figure of data are included; 77 references, the primary classroom literacy assessment inventory, forms for classroom use from the inservice training, and literature recommendations for kindergarten are attached.) (Author/RS)

ED 348 661 CS 011 014

Fondas, Linda Blondet
The Acquisition of Vocabulary from Reading Stories Aloud.
PUB DATE- Mar 92
NOTE- 75p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Discussion (Teaching Technique); Grade 1; High Risk Students; Primary Education; *Reading Aloud to Others; *Story Reading; *Story Telling; Thinking Skills; *Verbal Development; *Vocabulary Development; *Vocabulary Skills

The practicum reported in this document provided an alternative method of teaching vocabulary to students characterized as disabled readers. The method was a naturalistic approach of reading stories aloud to students, combined with guided discussions before, during, and after the reading to develop critical thinking skills. A target group of 11 first graders participated in the program. The overall objective was the acquisition of vocabulary through reading aloud to students. The target group listened to 5 books over a 10-week period. A selected group of vocabulary words unfamiliar to a first grader were used as the test words. Pretests and posttests were improvement in the writing process; (8) increasing ability to inform readers; and (9) demonstrating a desire to write. Developmental writing lessons were designed to help students develop writing skills and to cooperatively share and assist each other in the writing process. Students participated in learning centers, integrated writing skills and viewed educational writing videos. Samples of the students' writing were collected before and after writing projects in portfolios, using a survey and a standard writing scale. All nine objectives were met successfully, and, in many areas, expectations were exceeded. The data from the practicum strongly validated the following: (1) students can improve their writing skills as a result of being exposed to a formalized developmental writing program; (2) students can develop a more cooperative and helping spirit when taught how to assist each other in writing projects; and (3) the use of technologies such as word processing and writing videos can enhance students' writing projects, as was shown in this practicum. In addition, parents, teachers and other students benefitted from the gifted students being involved in the program. (Nine figures are included; 23 references and 7 appendixes are attached.) (Author/PRA)

ED 348 681 CS 213 486

Fox, Stephen L.
Memories of Play, Dreams of Success: Literacy Autobiographies of 101 Students.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Autobiographies; *Freshman Composition; Higher Education; *Literacy; *Personal Narratives; Reading Writing Relationship; *Student Attitudes; Writing Research
IDENTIFIERS- *American Dream; Educational Issues; Literacy as a Social Process; University of Wisconsin

Despite the stereotype of today's undergraduates as having an inadequate literacy level, a teacher of English at a large midwestern university was surprised to find that students' literacy autobiographies reflect what might be called a conventional literacy success story, one that represents a strain of American autobiography dating back to Benjamin Franklin. Language and education have typically been seen in this country as a means to occupational, social, and political success and power. Writing and reading literacy autobiographies is a useful assignment because it helps students connect college with previous learning, can reignite the previous joy of writing and reading, and promotes a broader concept of literacy. However, the connection between literacy achievement and the success of the American Dream produces an ambivalent reaction for some teachers, since it subordinates literacy to other aims. The students in an introductory composition course at the University of Wisconsin were asked to write literacy autobiographies, and most of them narrated some literacy successes, often before schooling began. During their school years, however, students began to view reading and writing as required and less joyful enterprises. Overcoming fear is often associated with attaining success in literacy activities. In cases where attaining literacy involves great struggle, the references are attached.) (HB)

ED 348 700 CS 507 889

Drama Curriculum Guide K-6. North Dakota Arts Curriculum Project.
PUB DATE- Aug 90
NOTE- 117p.; For the guide for grades 7-12, see CS 507 890.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Integrated Activities; Learning Activities; State Curriculum Guides; *Theater Arts; Units of Study
IDENTIFIERS- *Drama in Education

This curriculum guide provides the means for elementary students to develop an understanding and appreciation of drama as an integral part of the educational process. It concentrates on the process rather than the product of dramatic art, and provides a sequential progression of ideas, exercises, and strategies which can be adapted by teachers to the needs of their particular students. Following an introduction, a statement of philosophy, goals and objectives, and a scope and sequence chart, the guide--in its first major section--presents four units of study: (1) Sensual Awareness, Concentration and Imagination; (2) Simple Pantomime; (3) Simple Improvisation; and (4) Playmaking. Within each unit of study, various objectives are outlined, a list of resources is included, and activities are suggested which pertain to the specific topic area. The guide's second major section, "Integrating Drama into the General Curriculum," notes that drama has great application as a learning tool in other areas of the curriculum, and offers sample activities which integrate drama into the basic subjects: language arts, social studies, math, and science. Two appendixes present evaluation strategies and bibliographies. (SR)

ED 348 701 CS 507 890

Drama Curriculum Guide 7-12. North Dakota Arts Curriculum Project.
PUB DATE- Sep 91
NOTE- 80p.; For K-6 guide, see CS 507 889.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Learning Activities; Secondary Education; State Curriculum Guides; *Theater Arts; Units of Study
IDENTIFIERS- *Drama in Education; Theater History

Intended to help students develop into discerning and perceptive theater audience members, this curriculum guide seeks to promote a course of study in which each and every student becomes aware of the world around them and how the arts, and specifically theater, are a reflection of and a comment on the world. It includes goals, objectives, activities, and evaluation techniques that may be used in developing both junior high and high school courses that will foster an appreciation and understanding of theater. Following an introduction, philosophy statement, list of goals and general objectives, and a scope and sequence chart, the guide presents six units of study: (1) Dramatic Literature; (2) Theater History; (3) Theater Theory; (4) Elements of Performance; (5) Theater Appreciation; and (6) Self. Within each unit of study,

Development.
PUB DATE- Dec 91
NOTE- 18p.; Massachusetts Turning Points Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Cooperative Planning; *Educational Cooperation; *Information Networks; Intermediate Grades; Junior High Schools; Middle Schools; Preadolescents; *Professional Development
IDENTIFIERS- *Massachusetts Middle Grade Region Alliance Network

The Massachusetts Middle Grade Regional Alliance Network, a program that provides collaborative professional-development opportunities to middle-grade educators, is summarized in this document. The goal of the regional alliance is to increase the collaboration between all institutions working with early adolescents in order to improve school success for middle-grade students. The rationale for and the purpose of middle-grade regional alliances are outlined, as well as a description of network activities, conditions for success, budgeting, organization, and state support. Appendices include a timeline for forming a regional alliance for the fiscal year 1992-93 and a list of Massachusetts Turning Points Advisory Committee recommendations. (LMI)

ED 348 722 EA 024 165

Meeting the Challenge: Pennsylvania's Progress Report on Achieving the National Education Goals.
PUB DATE- Sep 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Excellence in Education; Governance; *Public Education; School Community Relationship; *State Action; State Aid; State Norms; State Programs
IDENTIFIERS- *National Education Goals 1990; *Pennsylvania

Information about the performance of Pennsylvania's public schools in relation to the six national education goals developed by the nation's governors and the Bush Administration at the Charlottesville education summit is provided in this report. Initiatives taken to improve educational quality and plans for further action are described. The first part of the report presents an overview of Pennsylvania education, specifically, data on students, teachers, and state financial support. The second part evaluates the state's progress toward achieving the six national education goals. Each goal is listed along with its subsidiary objectives. Three areas are assessed under each goal: (1) quantitative information that describes Pennsylvania's status relative to the national goals; (2) current efforts under way to address these goals; and (3) future directions being planned or considered. Part 3 identifies the types of actions and roles that families, businesses, and communities are taking. Numerous graphs and tables are included. The appendix presents an overview of Pennsylvania educational governance; it includes an organizational chart and a list of contact individuals and organizations. (LMI)

ED 348 723 EA 024 166

questions from the 1972 test. Results indicated significant support for Walberg's productivity factors, which include ability, age, motivation, instructional quality and quantity, and home and classroom environments. School size was significant for educational attainment. The data argue that school size at the high school level is not an issue in educational ability and reaffirm the importance of the home environment in contributing to learning productivity. Three tables are included. (Contains 11 references.) (Author/LMI)

ED 348 744 EA 024 204

Johnson, Daniel N.
Principal Vision, Environmental Robustness, and Teacher Sense of Autonomy at the High School.
PUB DATE- Apr 92
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Analysis of Variance; High Schools; Leadership; Leadership Qualities; Multiple Regression Analysis; *Organizational Climate; *Principals; *Professional Autonomy; Public Schools; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Oregon

Findings of a study that examined the relationship among three variables of principal leadership--principal vision, environmental robustness, and teacher sense of autonomy--to school leadership are presented in this paper. Methodology involved an ex post facto analysis of a 1990 survey of 1,338 teachers in 34 Oregon public high schools. Interviews were also conducted with eight principals. Findings indicate that: (1) teachers' perceptions of their principals' effectiveness in advancing a school vision are positively correlated with their perceptions of a robust school climate; (2) a positive relationship exists between teachers' perceptions of their principals' effectiveness in advancing a school vision and their sense of autonomy; and (3) a significant positive relationship exists between teachers' sense of autonomy and their perceptions of a robust school climate. The initial purpose of the study was to view the principal's vision as the catalyst for leadership in the high school. However, robustness, which implies less routinization and monotony in the school structure, may play an essential role. Four tables are included. (Contains 58 references.) (LMI)

ED 348 745 EA 024 205

Snyder, Karolyn J.; And Others
An Empirical Validation of a Management Construct for District Level Supervisors.
PUB DATE- Apr 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Educational Change;

Findings of a study that incorporated a method for measuring the economic efficiency of K-8 school districts in Illinois are presented in this paper. The quadriform concept was used to identify four categories, or quadrants, for identifying school districts--technically efficient, low service, high service, and technically inefficient. The method also utilized composite state standardized test scores rather than composite ACT scores. The main variables for classifying schools included composite 11th-grade reading and mathematics scores and district operating expenditures per pupil for the 1990-91 school year. A comparison of the quadriform formula with the former method indicates that the new technique resulted in changed school district classifications. Small, rural school districts were identified as technically efficient, and large central city and suburban districts were generally categorized as technically inefficient. A conclusion is that the quadriform concept is a useful tool for identifying technically efficient school districts. Seven figures are included. The appendix contains eight statistical tables (Contains 84 suggested readings.) (LMI)

ED 348 765 EA 024 236

Keedy, John L.
Using School-Site, Contextual Research: Contributions to a New EA Paradigm.
PUB DATE- Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Board Administrator Relationship; *Educational Administration; High Schools; *Principals; *Professional Autonomy; *School Based Management
IDENTIFIERS- Georgia

Findings of a study that examined successful high school principals' strategies for implementing school improvement visions are presented in this paper. Methodology involved case studies of four Georgia high school principals with reputations for effective school improvement. Interviews were conducted with the principals and 10 teachers from each school. Findings indicate that: (1) principals' visions developed and evolved as products of their organizational contexts; and (2) the principals operated autonomously from the central office by using networks rather than hierarchical authority lines. The new paradigm illustrated by these principals challenges the traditional assumptions of hierarchy and goal setting at the macro-level. Although individual visions were site-specific, the implementation processes were similar--the principals recognized the interrelated processes of curricula needs assessment, resource procurement, and encouraging teachers to act as "entrepreneurial program managers." These tools can be used as criteria for principal recruitment, selection, and preparation. (Contains 19 references.) (LMI)

ED 348 766 EA 024 237

Keedy, John L.
Translating a School Improvement Agenda into Practice: A Social

given to how these predictors of quality programs become integrated into a service delivery system tailored to meet the needs of each child, through teacher and instructional adaptations and improvements. Selection of relevant preschool play and motor skills teaching materials is also addressed. (Contains 26 references). (JDD)

ED 348 785 EC 301 405

Sahlman, James M.; Koper, Randall J.
"Do You Hear What I Hear?": Deception Detection by the Blind.
PUB DATE- May 92
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (Miami, FL, May 21-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Audiotape Recordings; *Auditory Stimuli; *Blindness; Cheating; Cues; *Deception; *Evaluative Thinking; Higher Education; Lying; Performance Factors; Self Esteem; Sex Differences; *Speech Communication

This study compared deception detection accuracy and confidence levels for 72 blind and 71 sighted participants with only audible cues available. Participants from a community blind center and a small western university judged stimulus tapes, which consisted of deceptive and truthful audio messages. Deceptive messages were induced by implicating students in a cheating incident. Subjects rated several audible cues, including speech errors, pauses, vocal segregates, response duration, vocal certainty, vocal tension, and vocal pleasantness. Subjects also judged the veracity of the messages and indicated the confidence in their judgments. Results indicated that blind participants tended to be more accurate at detecting deceptive communication than sighted participants, findings that suggest that sensory compensation may occur in blind individuals. No intergroup differences were found for ratings of audible cues; this finding did not support the speculation that finer distinctions in hearing ability for blind participants would produce ratings for deceptive statements that were higher than ratings of sighted participants. Additional analysis found that males were more accurate at detecting deception than females, results that contradict those of previous studies. (Contains approximately 60 references.) (JDD)

ED 348 786 EC 301 406

Mauser, A. J.; Cranston-Gingras, A. M.
Special Education Teacher Certification Trends: A National Survey.
PUB DATE- 28 Mar 88
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; Higher Education; National Surveys; *Noncategorical Education; *Special Education Teachers; State Programs; *State Standards; *Teacher Certification; Trend

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Child Advocacy; Compliance (Legal); *Disabilities; Due Process; Educational Policy; Elementary Secondary Education; Inservice Education; Instructional Materials; Legal Responsibility; Parent Education; *Parent Role; School Districts; Special Education; Student Educational Objectives
IDENTIFIERS- *California; *Surrogate Parents

This resource notebook presents samples of training materials and local policies and procedures and is intended to accompany an overview document which provides information on California legislation concerning surrogate parents in special education. Part 1 provides a summary of special education laws, services, and parent and student rights. Part 2 covers responsibilities and rights of surrogate parents, the appointment process, and tips for effective involvement in their assigned student's assessment and individualized education program. Administrative considerations are the focus of Part 3 which covers: the legal mandates, issues to address locally, sample appointment procedures, sample policies and local plans, sample forms, interagency communications, relevant codes and regulations, and the Attorney General's 1991 opinion regarding surrogate parents and mental health services. Sample administrators' training materials including suggested agenda and overhead transparency masters comprise Part 4. Part 5 consists of surrogate parents' training materials such as suggested agenda, a sample flyer, activities, evaluation form, and overhead masters. Part 6 lists resources for surrogate parents including state and national agencies, organizations, and periodicals. A glossary of acronyms and terminology in special education and a bibliography of 10 items complete the manual. (DB)

ED 348 805 EC 301 426

State Special Education Outcomes 1991: A Report on State Activities in the Assessment of Educational Outcomes for Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 92
NOTE- 78p.; Chart A (State Activities in Selected Outcome Areas) contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Federal State Relationship; Individualized Education Programs; *Outcomes of Education; Special Education; State Programs; Student Evaluation; Student Participation

Based on interviews with state personnel and a review of state documents, this report summarizes activities by the states in assessment of educational outcomes for students with disabilities. The report is divided into six sections addressing: (1) state contexts; (2) special education federally reported data; (3) state assessment of outcomes; (4) assessment of achievement; (5) state needs; and (6) practices, programs, and plans related to outcomes. Among major findings are: historically, data collection has documented the educational process, not its results; participation and exit data comprise much of states' data collection efforts; few state-level data collection efforts yield outcomes data on students with

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Disabilities; *Discipline; *Drug Abuse; *Educational Environment; Educational Objectives; Elementary Secondary Education; Incidence; *Prevention; Public Policy; *School Safety; Violence
IDENTIFIERS- *National Education Goals 1990

This brief report cites the grade of "improving" given to the American educational system on the last of the six National Education Goals proposed by the President and the Governors in 1990. The sixth goal states that "By the Year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." The report then discusses this goal in relation to students with disabilities, outlining the extent of drug use and other high risk behaviors among students with disabilities, the frequency of these students' involvement in disciplinary problems, methods of monitoring the quality of the learning environment for students with disabilities, and information that is still needed. (JDD)

ED 348 826 EC 301 448

Swann, Will
Segregation Statistics: English LEAS, 1988-91.
PUB DATE- May 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Mainstreaming; Special Education; Special Programs; *Special Schools; Trend Analysis
IDENTIFIERS- *England

Statistics are presented indicating that, between 1988 and 1991 in England, there was a 2.05% increase in segregation of children with disabilities aged between 5 and 10 years. Over the same period, there was a 2.12% decrease in segregation of children aged 11 to 15. The statistics also indicate that children's chances of being integrated into mainstream schooling vary enormously depending on the local education authority (LEA) in which they live. Statistics are examined in terms of the highs and lows of segregation, increasing and decreasing levels of segregation, and primary versus secondary level students. Three tables provide data, by local education authority, on the percentage of segregated students aged 5 to 15, aged 5 to 10, and aged 11 to 15. Possible explanations for the increased segregation are noted, and the methods used in analyzing the statistics are outlined. (JDD)

ED 348 827 EC 301 449

Hearing on the Reauthorization of the Education of the Deaf Act. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 10 Mar 92
NOTE- 146p.; Serial No. 102-103. Parts of the document contain small print.
LANGUAGE- English

NOTE- 15p.; In: Meara, Paul, Ed. Spoken Language. Papers from the
Annual Meeting of the British Association for Applied
Linguistics (Edinburgh, Scotland, September 1985); see FL 020
441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Counselor Client Relationship;
*Counselor Role; Counselor Training; Discourse Analysis;
*Family Planning; Foreign Countries; *Information Seeking;
*Interpersonal Communication; Interviews; Language Patterns;
*Oral Language; Questioning Techniques

A study investigates the roles and frames of reference of a family planning counselor as she offers information and counsel to her client and examines the implications for the training of counselors. First, the ideology of family planning counseling is discussed, focusing on the counselor's need to find an appropriate place on the counseling continuum between (1) intervention and (2) preservation of freedom of choice. The roles of counselor and client are then examined in this context. Areas of concern in the counselor-client interaction and procedures for interpreting them are outlined. The counselor's efforts to negotiate place on the counseling continuum are analyzed, using excerpts of an interview in which the relationship of smoking and contraception is the topic. Specific advising strategies are noted. It is proposed that the information gathered can be used to instruct counselors in strategies for shifting the counseling frame of reference along the continuum, through development of training models and instructional and assessment materials. A brief bibliography is included. (MSE)

ED 348 846 FL 020 447

Edwards, Susan
Acknowledging the Conversational Attempts of a Young Mentally Handicapped Child.
PUB DATE- 86
NOTE- 10p.; In: Meara, Paul, Ed. Spoken Language. Papers from the
Annual Meeting of the British Association for Applied
Linguistics (Edinburgh, Scotland, September 1985); see FL 020
441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Discourse
Analysis; *Feedback; Foreign Countries; *Interpersonal
Communication; *Mental Retardation; *Oral Language; *Parent
Child Relationship; *Teacher Student Relationship; Young
Children

A study investigated differences in the conversational interactions between a 4-year-old with severe mental retardation and his mother and teachers. Teacher-child and mother-child dyads were recorded over a period of a year, transcribed, and analyzed for adult acknowledgements of the child's efforts at speech. Eight categories of acknowledgement were considered, including: affirmations; expansions; interpretations; comments; queries; imitations; denials; and corrections. Results indicate variation in acknowledgement types and usage across sessions and across individuals, but generally fewer differences between teacher and mother behavior than anticipated. It is concluded that differences may be active and successful participant in the mainstream classroom. The training address the following seven topics: styles of classroom arrangement and management; theories of second language acquisition; strategies for keeping LEP students involved; cultural sensitivity and recognition of differences; minority parent involvement; content area comprehension for second language learners; and the potential for LEP students to be at risk of failure. Training was given by consultants experienced in bilingual and English-as-a-Second-Language education, and focused on practical strategies for classroom use. A survey following the training indicates that participants did acquire new skills for working with the LEP student and family and felt increased confidence in their abilities to improve the education of this population, involve parents, and recognize and appreciate cultural differences. Appended materials include the teacher questionnaire, evaluation of the seven component sessions, forms, a press release, a 20-item bibliography, and an outline of the training sessions. (MSE)

ED 348 866 FL 020 554

Stowe, Carol Ann
At Risk--Language Minority Preschool Children.
PUB DATE- Apr 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Cooperation; Educational Finance; *English (Second Language); Federal Government; Federal Programs; Financial Support; *High Risk Students; *Limited English Speaking; *Preschool Children; Preschool Education; Program Evaluation; Public Opinion; *Public Policy
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Language Minorities; Project Head Start

Language minority children (those whose primary language is other than English) are significantly more likely than their non-minority peers to live in poverty, thereby qualifying for federal Head Start and bilingual education programs. An examination of the policies in these programs focuses on their area of overlap. It begins with an overview of the origins of the programs, the specific federal legislation and policy initiatives for them, the practice and theory underlying each, and public perceptions. A parallel examination of the programs and their policies looks at similarities and differences, weaknesses and strengths, and differences in their funding agencies. It is argued that interagency collaboration and coordination of funding would strengthen both programs and make them more efficient. A 68-item bibliography is included. (MSE)

ED 348 867 FL 020 556

Kishimoto, Toshiko
Teaching Business Japanese and Culture Using Authentic Materials: A Popular Television Drama.
PUB DATE- 26 Mar 92
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 26-28,

*Interdisciplinary Approach; *International Communication; Languages for Special Purposes; *Russian

Teachers of courses on Russian for business and economics face the difficult task of bridging the objective and subjective needs of students. The need to have large and varied amounts of representative material to introduce unfamiliar concepts and new terminology is a challenge for course designers. Courses should expose students to three categories or levels of information: (1) background information on Russia and its people; (2) directly reported facts, generally consisting of brief statements or announcements; and (3) casual statements, indirectly related topics, or facts with unstated implications requiring the use of inductive reasoning to grasp their relevance. Ways are discussed for covering each of those categories in a topic or unit. (LB)

ED 348 886 FL 020 741

Jong, Rowena
The A.I.D.A. Plan and the Writing of Sales Letters.
PUB DATE- Mar 92
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Applied Linguistics; *Business Communication; *Discourse Analysis; Foreign Countries; *International Communication; *Letters (Correspondence); *Salesmanship
IDENTIFIERS- *Attention Interest Desire and Action Approach; *Persuasive Strategies

A study based on textual analysis of sales letters is reported that evaluates the Attention, Interest, Desire, and Action (AIDA) approach to teaching the writing of sales letters. Thirty business letters written by undergraduate business students and executives were analyzed. The forms of cohesion, voice pattern, and information focus of the letters were also examined by 15 readers who determined the overall effectiveness of the letters. AIDA represents a structural approach to the components of a sales letter and is based on the notion that "inductively" and "indirectly" organized sales letters allow writers to justify an action before requesting readers to take it. The letter should secure the attention of readers, sustain readers' interest, create a desire for readers to take action, and urge readers to take action. It was found that all the letters analyzed adhered closely to the AIDA plan but the majority of subjects failed to produce persuasive letters that took the need of the readers into account. Most letters adopted the writer-centered approach. Common pitfalls are described and illustrated. It is concluded that the contextual situation and the field of discourse must be considered in order to make sales letters most effective. Contains 9 references. (LB)

ED 348 887 FL 020 742

Weiss, Tim
A Conceptual Framework for Intercultural/International Communication.
PUB DATE- Mar 92
NOTE- 14p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World

Senate conference concerning the provisions of S. 1150, the reauthorization of the Higher Education Act, specifically the material is organized in sequential order as the provisions are found in the legislation, using key word identifiers and additional explanatory narrative. An in-depth examination of the Title IV programs of student assistance is included. These cover grants to students, federal family education loans, federal work-study programs, federal direct loan demonstration program, income contingent loan demonstration program, federal Perkins loans, need analysis, general provisions, and program integrity. A review of the graduate programs covered by Title IX covers grants to encourage women and minority participation in graduate education, Patricia Roberts Harris fellowship programs, Jacob K. Javits Fellows program, graduate assistance in areas of national need, faculty development fellowship program, assistance for training in the legal profession, and law school clinical experience programs. In addition, a listing of the major controversial Title IV provisions that were not adopted by conferees is provided. (GLR)

ED 348 905 HE 025 726

Bjornson, Richard, Ed.; Waldman, Marilyn R., Ed.
The University of the Future: Problems and Prospects.
PUB DATE- 90
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Blacks; *Colleges; Computer Uses in Education; Economic Development; Educational Finance; Educational Planning; *Futures (of Society); *Government School Relationship; Higher Education; Postsecondary Education; Public Schools; Research; Research Universities; *School Business Relationship; School Role; Social Change; Surveys; Teacher Attitudes; *Universities; Values Education

Most of the 15 papers presented here were originally presented at a May, 1987 colloquium held in Columbus, Ohio, on "The Educated Citizen and the University of the Future." Papers and their authors are as follows: "Thinking About the University of the Future" (Richard Bjornson and Marilyn R. Waldman); "The Old and the New: The University of Today and the University of Tomorrow" (Germaine Bree); "The Structure of the University and Goals and Values" (Charles E. Odegaard); "Public Education in the Twenty-First Century" (Edward H. Jennings); "The Challenges for Public Higher Education" (Myles Brand); "Education and the Public Research University" (Kenneth H. Keller); "From the Tower to the Trenches: The University and the High Tech Race" (Dorothy Nelkin); "University-Business Partnerships for Economic Development" (Angel G. Jordan); "Education: A Capital Investment" (John R. Haire); "Dynamic Alliances Between Business and Higher Education" (Andrew I. Wolf); "Philanthropic Studies at the University of the Future" (Robert Payton); "The University and the Black Athlete" (Harry Edwards); "Computers and the University: From Mental Models to Graphic Media" (Lynn A. Cooper); "A Dialogue on Computers and Education" (Franklin Roberts and Charles Csuri); and "Survey of Faculty Opinion About the University of the Future" (Ella Kirk and Richard Bjornson). References accompany most papers. (GLR)

ED 348 906 HE 025 727

Mann, Jeffrey A.; Fasolo, Peter M.

projects served as data sources. Findings showed that projects which have had the greatest persistence were those with strong, aggressive faculty leadership and committed administrative support. These projects also involved activities which were compatible with established campus goals and were perceived by the campus faculty as obviously beneficial. Faculty apathy or opposition, low-level leadership, lack of persistence, and expense all contributed to project failure. The results revealed a need to address ways of reducing the gap between project success and persistence and ways of improving project dissemination efforts. The length of API funding did not appear to be an important factor in project persistence. Overall, it was determined that 56% of the projects persisted and did contribute to enhancing the instructional effectiveness at CSU. Appendices, which comprise the bulk of the report, include data on API grant activity and background data. (GLR)

ED 348 922 HE 025 759

Arena, Nancy J., Ed.
Internationalizing Undergraduate Education: Highlights of a Systemwide Invitational Conference. (Long Beach, CA, November 19-21, 1986).
PUB DATE- 87
NOTE- 40p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; *Curriculum Development; Educational Planning; *Global Approach; Higher Education; Institutional Mission; *International Education; Language Role; School Business Relationship; Student Development; *Undergraduate Study
IDENTIFIERS- California State University; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This report presents highlights of a conference designed to assist California State University campuses in efforts to internationalize their institutions. The conference addressed the following aspects of international education: introduction of appropriate international content and global awareness of the teaching-learning process; internationalization of an institution in its roles of teaching, research, and public service; generation of commitment and organization; better integration of the several international strands of an institution with the goal of maximizing the fulfillment of its international mission; more effective integration of foreign languages and international studies in the curriculum; methods of innovation and creation of cooperative partnerships with business and other major segments of the community; and meaningful contributions to the global education of school teachers and children before they reach postsecondary education. Transcripts of two presentations are presented: "Internationalizing Undergraduate Education and the National Interest" (Sven Groennings) and "The Role of Foreign Languages in Internationalizing Undergraduate Education" (Richard Brod). Appendices include the conference program, a participants list, and evaluation information. Contains a 74-item bibliography.

idea is developed of a more general computer assisted instructional document encompassing linear prose, non-linear hypertext, and other multimedia devices. A learner controlled instructional rhetoric is possible for hypertext based on its malleability, and its use in a supplementary role within the context of a more general document form offers considerable potential for education. (15 references) (Author/DB)

ED 348 941 IR 015 593

Feder, Eric
Colorado Distance Learning Resources: Instructional and Staff Development Programming Available to Colorado School Districts. 1992-93 School Year.
PUB DATE- Jan 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advanced Placement Programs; Career Education; Communications Satellites; Computer Networks; *Distance Education; Economics; *Educational Television; Elementary Secondary Education; Instructional Materials; Language Arts; Mathematics Instruction; Postsecondary Education; School Districts; Science Instruction; Second Language Learning; Social Studies; *Staff Development; Telecommunications; Teleconferencing; Videotape Recordings
IDENTIFIERS- Audiographics; *Colorado; Instructional Television Fixed Service

Colorado educators interested in expanding curricular offerings in their elementary and secondary schools and providing staff development programs to their teachers and staff have many tools at their disposal. One of the most popular is the use of distance education and other telecommunications technologies to provide courses and individual programs that would not otherwise be available. The Educational Telecommunications Unit has prepared a listing of all distance education programs available for use in Colorado school districts. The listing is organized to allow educators access to program information by course provider or by subject area. The first section is organized by provider and contains such information as courses and programs available, subscription and student fees, equipment needed, class schedules, video rights, and expectations for classroom facilitators and contact persons at each institution. The second section is organized by subject area and includes available courses and their providers. The following providers are included: Arts and Sciences Teleconferencing Service (ASTS)--Oklahoma State University, Colorado Department of Education, Kansas State University, Mass LearnPike, Satellite Telecommunications Educational Programming (STEP), TI-IN Network, and the University of Alabama. Courses available from Colorado institutions are also listed. (DB)

ED 348 942 IR 015 596

Distance Learning Handbook: A Resource for Schools Offering Distance Learning Programs.
PUB DATE- 91
NOTE- 69p.; Photographs will copy poorly. Prepared by the Distance Learning Implementation Unit.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

ED 348 484 CE 061 673

Gibson, LeRoy
Food Production, Management, and Services. Baking. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 590p.; For related documents, see ED 333 165, ED 337 613-614, and CE 061 674-675. Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bakery Industry; Competency Based Education; *Cooking Instruction; Equipment; Food Processing Occupations; Food Service; *Foods Instruction; Hand Tools; Instructional Materials; Occupational Home Economics; Postsecondary Education; Secondary Education

These instructional materials are intended for a course on food production, management, and services involved in baking. The following introductory information is included: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; tools, materials, and equipment list; 13 references; and a glossary. Twelve units of instruction are provided: (1) orientation; (2) basic baking ingredients; (3) use and care of hand tools and utensils; (4) use and care of equipment; (5) standard recipe use; (6) cookies; (7) yeast breads and rolls; (8) sweet yeast-dough products; (9) quick breads; (10) cakes and icings; (11) cake decorating; and (12) pastries and pies. Each unit contains some or all of the following sections: objective sheet; suggested activities; assignment and written test answers; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; assignment sheets; job sheets; and dissemination material. (NLA)

adult nonreaders. The following assessment procedures assist the tutor in determining the student's reading level: letter identification, reading vocabulary, concepts about print, writing vocabulary, dictation, and text reading. The reading and writing activities presented in this booklet emphasize reading for meaning through text reading and learning strategies that incorporate all three cuing systems. Writing activities include learning letters, sentence writing, additional sentence writing, and spelling words. The following reading activities are included: new readings; analyze student's reading; questioning strategies--meaning substitution, visual error, grammatical or structural error, and omissions and insertions; reread for fluency; and model good reading behaviors. Additional activities include sight words and varied activities. Four handouts are provided. (NLA)

ED 348 504   CE 061 721

Franz, Hans-Werner; And Others
Occupational Profiles in the European Steel Industry.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Employment Qualifications; Foreign Countries; *Job Skills; *Job Training; *Manufacturing; *Metal Industry; *Occupational Information; Postsecondary Education; Semiskilled Workers; *Skilled Occupations; Vocational Education
IDENTIFIERS- *Europe

The steel industry in Europe has faced great changes, with resulting layoffs and restructuring. Now that the most basic changes seem to be over, it has become evident that the remaining steel industry requires more highly trained workers than was the case previously. Although steel maintenance employees were always highly skilled, steel production employees were usually semiskilled, learning their skills on the job in a narrow range of work and progressing in that category. For now and in the future, a new type of training for steel production workers is proposed. Workers would be expected to complete 10 years of mandatory schooling and then a 3- or 4-year training program in steel production. The training should include a broad base, lay the foundations for teamwork, and develop all-round skills. The following basic occupational training curricula would be developed: (1) skilled steel worker in process technology specializing in metallurgy, forming, or refining; (2) skilled steel worker in foundry technology specializing in hand mold casting or machine mold casting; and (3) metal materials test operator. (Detailed training requirements for these three occupations are listed.) (KC) composition pretest/posttest, writing assessment checksheet, proofreading pretest/posttest, and grammar and punctuation pretest/posttest.) (Author/YLB)

ED 348 523 CE 061 744

Decoster, Yves
Women and Vocational Training: Bibliography = Femmes et formation professionnelle: Bibliographie.
PUB DATE- 91
NOTE- 228p.; Light type on some pages may not reproduce well.
LANGUAGE- English; French; German
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Developed Nations; Educational Policy; Educational Practices; *Equal Education; Females; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; Sex Fairness; *Vocational Education; *Womens Education
IDENTIFIERS- *European Community

This annotated bibliography on women and vocational training was compiled through a search of the database on vocational training in the European Community and its member states. Key words used in the search were "woman," "equality," and "vocational training." The database contains references to books, periodical articles, legislation, and other published material, selected either by CEDEFOP (European Centre for the Development of Vocational Training) or by the members of the Documentary Information Network. The 465 items listed in this bibliography were published between 1985 and 1990. They are organized into the following categories: (1) the 12 community countries (Belgium, Denmark, France, Federal Republic of Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and the United Kingdom; (2) European Economic Community and CEDEFOP; (3) the United States and other countries; and (4) the International Labour Office and the Organisation for Economic Cooperation and Development. Each entry contains information on author, type of publication, title, publisher, city of publication, date, number of pages, index terms (key words), and an abstract. All keywords are in English; however, many of the abstracts are in French and/or German only. (KC)

Superintendent. West Virginia Board of Education mission and goals and the division's programmatic and instructional goals follow. A series of 12 exemplary programs are then described. The selection process and rigorous criteria associated with the West Virginia Vocational School of Excellence award is described, and the vocational technical students in the West Virginia Governors' Honors Academy are designated. The next section details instructional programs to help students succeed. These vocational education areas are represented: agricultural, business, consumer and homemaking/occupational home economics, marketing, diversified cooperative training, technology, health occupations, and industrial and technical. The following and largest section describes special programs, projects, and services to help students succeed, including personnel development activities. The concluding component of the review is an item-by-item depiction of vocational enrollments and vocational placements. (YLB)

projects, instruction/service projects, and fundraising activities. A list of 94 references is appended. (YLB)

ED 348 562 CE 061 812

Stitt, Beverly A.; And Others
Building Gender Fairness in Schools.
PUB DATE- 88
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Citations (References); Competence; Competency Based Education; Curriculum Development; *Educational Resources; Elementary Secondary Education; Family Influence; Females; *Learning Activities; Males; *Nontraditional Occupations; *Sex Bias; *Sex Fairness; Student Recruitment; Units of Study

This book is designed to help educators identify and eliminate gender bias from their classrooms. It will help educators assess their own level of gender bias, determine the effects of gender bias on students and society, and provide activities for eliminating gender biases. The book is divided into two sections: readings and 11 units of instruction. Readings cover the themes of gender bias in schools, sexism in education, language fairness, teacher-student relationships, confronting sex bias, and parental influence. The 11 units each are directed toward helping teachers and prospective teachers develop competencies. Topics covered include the following: developing an awareness of the effects of gender bias, identifying personal gender biases, using gender-fair verbal and nonverbal interaction with students, identifying gender-fair curriculum materials, encouraging students to broaden their occupational choices, planning activities to recruit and retain nontraditional students, developing strategies to achieve schoolwide support for gender fairness, identifying and developing strategies to counteract societal influences and cultural myths, developing action plans to effect societal change outside the classroom, and conducting applied research to develop policies and programs to achieve gender fairness. Units include the competency to be achieved, a performance objective, a teaching process, and learning activities. Bibliographies at the end of most sections list a total of 156 references. (KC) care services. (Contains 24 references.) (KC)

ED 348 582 CG 024 400

Park, Crystal L.; Cohen, Lawrence H.
Personal Responsibility versus God's Will: Religious and Nonreligious Attributions for the Death of a Friend.
PUB DATE- Aug 92
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *Beliefs; *College Students; *Coping; *Death; Higher Education; Religious Factors

Attributions, attempts to link an event with its causes, enable people to understand and react to their surroundings. Because attributions are directly related to understanding events, and because this understanding influences how individuals then deal with events, attributions play a vital role in the coping process. To explore the nature of religious attributions, undergraduate students, who ranged in age from 17 to 43, participated in this study to partially fulfill research-participation requirements for an introductory psychology class. Subjects (N=96) were interviewed about their attributions for the event, including perceptions of fairness, the friend's responsibility, God's involvement, and type of God's involvement (loving, purposeful, angry). Correlational analyses revealed important relationships among these variables (e.g., a strong positive association between intrinsic religiousness and attributions to God, a negative relationship between friend's responsibility and God's involvement). Qualitative analysis of the responses given by interviewees of God's reasons for bringing about the death fell into these categories: (1) for benefit of the deceased, for example, to make the deceased happier or to give them a rest; (2) for benefit of the survivors, for example, to make those remaining more aware that such things happen and that they must enjoy life now; (3) something worse would have happened; and (4) punishment, for example, for drinking and driving, using drugs, acting irresponsibly, and causing parents pain. (ABL) homophobia, sexual discrimination, and sexual harassment influence the explicit and implicit choices made by women who enter into dual-career relationships. Gender processes are influential in women's career development irrespective of an individual woman's sexual orientation. Yet these perspectives necessarily differ for lesbian and heterosexual women in dual-career families because of the structural differences associated with the gender of their respective partners. Those counselors who conduct career counseling for women wanting careers and family life are engaging in an exciting and complex process that, done well, can enhance the lives of the women and men they counsel as well as their own lives as individuals and as members of a changing society. (ABL)

Weinberger, Susan G.
How To Start a Student Mentor Program. Fastback 333.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; *Mentors; Program Design; *School Community Relationship
IDENTIFIERS- *Norwalk Mentor Program CT

This booklet discusses mentoring in general, describes a particular mentoring program, and describes mentoring efforts around the country. The first section about mentoring in general focuses on mentoring as an old idea and current trends in mentoring. The next section describes the Norwalk Mentor Program in Connecticut which began in 1986 as an outgrowth of a well-established adopt-a-school program. The six-step process used to begin and maintain this program and to evaluate the success of the relationship between mentors and students is presented. These steps involve: (1) recruitment and screening; (2) orientation and training; (3) matching mentors and students and responsibilities; (4) weekly sessions; (5) evaluation; and (6) year-end celebrations and renewal. The buddy system, transfers and moves, summer activities, family involvement, and new directions for Norwalk's mentor program are also described. The third section presents an overview of mentoring efforts around the country. Also included are: a resource list; sample recruitment letter; sample mentor profile; mentor pledge; sample mentor agreement; sample teacher request for a mentor; sample parent permission letter; sample mentor evaluation form; and references. (ABL)

Students: Can Counseling Reverse the Picture of Powerlessness? (Elizabeth Gama and Denise de Jesus); (12) Impact of the Theories of Carl Rogers and Teilhard de Chardin in Mexico (Carlos Tena); and (13) Nonverbal Aspects of Cross-Cultural Communication (Carmen Judith Nine-Curt). (ABL)

ED 348 641 CG 024 471

Faces of Homelessness: A Teacher's Guide.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Etiology; *Homeless People; Public Policy

A brief teacher's guide supplements a videotape of two 15-minute segments on homelessness. The stated objective of the video is to cover the issues of homelessness as they exist today and to dispel the stereotypes of homelessness leftover from earlier eras. A family which has found itself homeless is introduced and then aspects of the phenomenon of homelessness are examined. The demographics of the homeless population are reviewed briefly: single adults; families; battered women; and runaway youth. The multiple causes of homelessness are discussed: lack of affordable housing; deinstitutionalization; divorce/abandonment; unemployment; substance abuse; natural catastrophe; physical abuse; and eviction. The conditions faced by the homeless are mentioned: weather; violence; medical problems; poor diet; shelters for adults, battered women, families, and adolescents; and doubled-up homelessness. The objectives of the program for students are listed in the teacher's guide: (1) all types of people can find themselves homeless; (2) families are the fastest growing segment of the homeless population; (3) homelessness has both societal and personal causes; (4) shelters are an emergency response to homelessness, not a solution; and (5) homeless people live in a variety of settings, but one commonality is the lack of a fixed, adequate, and permanent residence. Discussion questions and activities are listed. (ABL) administered to measure the extent of new vocabulary the target group acquired from listening to the same story being read several times. The results showed that reading aloud constitutes a major source of incidental vocabulary acquisition, and that teacher explanation of a word meaning and related activities allow a significant amount of vocabulary to be internalized. (Three tables are included; 23 references and 8 appendixes--containing data, pre- and posttests, and selected vocabulary--are attached.) (Author/PRA)

ED 348 662   CS 011 016

Doby, Janice K.
Word Problems: Comprehending the Problem in Fourth Grade.
PUB DATE- May 92
NOTE- 75p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; Elementary School Mathematics; *Grade 4; Intermediate Grades; *Mathematics Instruction; Mathematics Skills; *Problem Solving; *Word Problems (Mathematics)
IDENTIFIERS- Process Approach (Writing)

A practicum addressed the inability of fourth-grade students to successfully solve mathematics word problems due to poor comprehension of and negative attitude toward problem solving. A problem solving improvement program designed primarily around the writing process used in language arts instruction was implemented. The steps of this process include pre-writing, writing, conference, revision, and publication. A student-created mathematics game was an end product of the program. Direct instruction and fun activities on the various properties of word problems, organizing information, determining relevance, and drawing conclusions was also a component of the program. Lessons were designed to be of high interest and fun, helping to create a more positive attitude toward problem solving. Results indicated increased levels of achievement and positive affective changes for the target group of 25 students. (One table of data is included. Appendixes include the pretest and posttest, the word problem attitude survey, and student data. Sample student assignments are attached.) (Author/SR) success motif can be moving and inspirational. The downside of this outlook is the possibility that students will see literacy only in terms of a chore, and not in terms of play, adventure, and creativity. In a society that values success leading to the American Dream, teachers should try to instill in students other views of literacy focused on play, language and joy. (HB)

ED 348 682 CS 213 488

Luboff, Gerald F.
Making Choices: Determining the Need To Be Out.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collegiality; Higher Education; *Homosexuality; Student Attitudes; *Student Reaction; *Teacher Behavior; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- Homophobia; Professional Concerns

A respected and effective college writing instructor (who happens to be gay but does not find it necessary or desirable to announce his sexual orientation) considers himself respectful of all people and even tolerant of those wish to express views the instructor personally finds reprehensible. This has allowed students to open up to the instructor: students trust him because they know he respects everyone and they respect him as a teacher. Announcing his sexual orientation to his class would silence those students who hold prejudicial views about gays and lesbians. Two gay students concur in the instructor's belief that the decision to "come out" is up to the individual. The question of remaining closeted or coming out with regards to fellow instructors should also be up to the individual. To develop and maintain a satisfactory professional life, the instructor eventually found it necessary to be "out" with regard to his colleagues. Yet being visibly gay does, at times, evoke hostile feelings from others. It also may not be politically wise to be openly lesbian or gay. Each situation in which instructors find themselves must be evaluated separately, and the decision as to whether or not they will identify themselves as lesbian or gay must be based on that specific situation. (RS) various goals are outlined, learner outcomes and evaluation techniques are suggested, a teacher's self-assessment form is provided, a short bibliography is included, and several sample activities are included which pertain to the specific topic area. A bibliography lists theater organizations in North Dakota as well as publishers of plays and musicals. A theater perusal script inventory is attached. (SR)

ED 348 702 CS 507 893

Sanchez, RosaBelia; Porter, W. Marc
In Search of a Cosmopolitan Communicator: Codes of Multicultural Diversity Training.
PUB DATE- 1 Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Cultural Differences; Discourse Analysis; Interpersonal Communication; Interviews; *Multicultural Education; *Organizational Communication; *Trainers
IDENTIFIERS- Communication Context; Consultant Role; Workforce 2000

Language is not to be considered neutral for it works to establish privileged interpretations of reality that assume the illusion of a shared and natural reality. This study examined how consultants specializing in multicultural organizational interventions construct a particular meaning of "diversity" in their responses to a heterogeneous workforce. Subjects were six human resource development (HRD) consultants selected from three different chapters of the American Society for Training and Development, all between 40 and 50 years old. Individual interviews lasted from 45 to 90 minutes and were audiotaped and later transcribed for textual analysis. W. B. Pearce's conception of a "cosmopolitan communicator" (understanding another by making the other's social reality a part of the communicator's own lived experience) and a semiotic framework were used to analyze the interview data. Results indicated that two primary characters emerged from the texts of diversity consultants: the HRD professional and the trainee. Actions for diversity trainers most often were signified using terms representing the goals or desired outcomes of an intervention. The symbolic codes operate by unfolding narratives through the setting apart of binary oppositions--such as affirmative action/equal employment opportunity (AA/EEO) versus diversity programs, equality versus equity, and dominant versus subordinate cultures. The HRD professionals work as developers of moral good. Findings suggest how the language of diversity and AA/EEO produce two separate, but fundamentally related, perspectives of workplace discrimination. (Twenty-four references are attached.) (RS)

Hyman, Carl S., Ed.
The School-Community Cookbook: Recipes for Successful Projects in the Schools. A "How-To" Manual for Teachers, Parents & Community.
PUB DATE- 92
NOTE- 245p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Action; *Community Involvement; *Community Programs; Community Services; Community Support; *Cooperative Planning; Elementary Secondary Education; *Family School Relationship; Fund Raising; *School Community Relationship
IDENTIFIERS- Baltimore City Public Schools MD; *Maryland (Baltimore)

Guidelines and ideas for creating successful school/community projects are provided in this handbook. Organized like a cookbook, the book contains 43 chapters by individual contributors who take a community-based approach to education, in which the schools are the pivotal institutions of a community. The first section outlines the roles, or "main ingredients," of various participants, who include students, administrators, business, higher education, the school board, staff, teachers, parents, volunteers, the clergy, and the media. Section 2 presents "recipes," or step-by-step instructions for the following kinds of projects: community service; fundraising, partnerships, grants, and alumni involvement; student/family/community involvement; legislative affairs; public relations; and student achievement. The third section discusses other issues, or "food for thought." Issues include project evaluation, advocacy, budgeting, and designing a school mission. The appendix lists community resources in: (1) Baltimore (Maryland); and (2) Maryland Maryland. (LMI)

Elementary Secondary Education; *Leadership; *Leadership Training; *Management Development; *School Districts; *Supervisors; *Supervisory Methods; Supervisory Training
IDENTIFIERS- *Pasco County School District FL

Findings of a study that examined the effects of a management/leadership program on school district work culture are presented in this paper. The Pasco County (Florida) school district under study was involved in school restructuring, part of which included participation in a management training program, Managing Productive Programs (MPP). MPP viewed program supervisors as resource managers rather than as traditional resource providers. Two pilot training groups with a total of 50 participants were composed primarily of central office supervisors and directors. The 2-year case study involved observation, interviews with 25 pilot group participants, document analysis, and the administration of two surveys--one to the 25 interviewees and one to 85 teachers and school administrators. Findings indicate that supervisors spent equal amounts of their time working with school agendas and program implementation, department/program-specific development projects, and districtwide initiatives. Virtually all the supervisory activities were tools accounted for in MPP training. A conclusion is that the supervisory transition from "helping" to "leading" behaviors has the potential to facilitate successful school change. Three tables are included. (Contains 16 references.) (LMI)

Interaction Perspective to the Principalship.
PUB DATE- Mar 92
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Educational Improvement; High Schools; *Instructional Leadership; Interaction; Intergroup Relations; Leadership Qualities; *Leadership Styles; *Principals

Findings of a case study that examined ways in which an urban high school principal successfully improved an urban high school are presented in this paper, with attention to social interaction processes. Data were collected through interviews with the principal and 10 teachers and through questionnaires administered to the 10 teachers. Findings suggest that the principal's leadership style was characterized by the use of opportunism, persistence, teacher rapport, and resource procurement. A distinction was made between the principal's mission (survival of the school) and vision (academic renewal). The principal also acted as an entrepreneurial program manager and a coordinator. By creating a climate of academic achievement and high student expectations, he demonstrated that principal behaviors are directly related to instructional effectiveness. Three tables and one figure are included. (Contains 32 references.) (LMI)

Analysis

A nationwide study was conducted to examine the trend toward or away from noncategorical teacher certification in special education, as well as patterns and limits of existing state certification systems. Responses from both State Directors of Special Education and State Certification Officers were obtained at a rate of 100% and 98% respectively. Major findings show that: (1) two distinct models of special education teacher certification (categorical and noncategorical) exist, with no regional patterns noted; (2) a slow trend toward noncategorical certification was evident; (3) 12 states offer a separate certification category for the language learning disabled; (4) 60% of states include all levels of mental retardation in a single category endorsement; (5) 20% of the states offer adapted physical education as a separate certification category; (6) 25% of the states require secondary special education teachers to have teaching certification in a specific academic/content area; (7) 30% of the states require special education teachers to have valid certification in regular elementary and/or secondary education; and (8) 50% of the states require a teacher competency examination for special education teacher certification, while 30% include an observation measurement system as part of teacher certification. The bulk of the paper presents responses to specific survey questions. A chart showing noncategorical, categorical, or both types of certification models by state is also presented. (JDD) disabilities; the extent of participation of students with mild disabilities in state-level general education assessments is uncertain; few states in which students with disabilities do participate in educational assessments report this data; there is inconsistent application of criteria for assessment participation and accommodations for students with disabilities; states are attempting to shift to collecting information on schooling outcomes; states are looking for guidance related to this new emphasis; and some states are exploring use of Individualized Education Program data as a source of outcome data for students with disabilities. Extensive charts and graphs provide supporting details. (DB)

EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deafness; Delivery Systems; *Educational Policy; Educational Practices; Elementary Secondary Education; Ethnic Groups; *Federal Legislation; *Hearing Impairments; *Minority Groups; Multiple Disabilities; Policy Formation; Public Policy; Teacher Recruitment
IDENTIFIERS- *Education of the Deaf Act 1985; *Reauthorization Legislation

This Congressional hearing on the reauthorization of the Education of the Deaf Act examines the progress in implementing research findings and the methods used to provide services to diverse populations within the deaf community. It addresses such issues as the needs of minority deaf students, improving the educational achievement of deaf students who are not college bound, the need for more minority teachers of the deaf, provision of services for individuals with multiple disabilities, and the use of manual versus oral communication methods. It contains statements, prepared statements, letters, or supplemental materials from: (1) Congressional Representatives Major R. Owens and Donald M. Payne; (2) a representative from the National Institute on Deafness and Other Communication Disorders; (3) representatives from private organizations such as the National Black Deaf Advocates, National Association of Deaf Hispanics, and American Association of Deaf-Blind; and (4) representatives from educational institutions and rehabilitation programs, such as Gallaudet University, the Georgia Sensory Rehabilitation Center, and the Central Institute for the Deaf in St. Louis, Missouri. (JDD)

attributed to normal variation of interaction in any one session. Affirmations were the most commonly used acknowledgements, and interpretations were the second most frequently used. A 24-item bibliography is included. (MSE)

ED 348 847 FL 020 448

Hamp-Lyons, Liz
Writing in a Foreign Language and Rhetorical Transfer: Influences on Raters' Evaluations.
PUB DATE- 86
NOTE- 14p.; In: Meara, Paul, Ed. Spoken Language. Papers from the Annual Meeting of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1985); see FL 020 441.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); English for Academic Purposes; Foreign Countries; Graduate Students; Interrater Reliability; *Language Patterns; Rhetoric; Second Languages; *Transfer of Training; *Writing Evaluation; *Writing Instruction; *Written Language

A study investigated whether transfer from native to second language in writing occurs, and if so, whether the different rhetorical structures that student writers from other cultures bring to the task of writing in English affect their writing in ways that may affect the grades assigned by experienced raters. To do so, the processes used by essay raters in responding to writing products were analyzed. Four raters evaluated 20 academic essays written by non-native graduate students of various language backgrounds at the University of Edinburgh (Scotland), and commented on the features of the writing leading to their assessments. Excerpts of the comments for five papers are presented. It is suggested that there is enough evidence in these comments to warrant further research on the significance of language transfer on writing assessment, on the interlinguistic differences in transfer, and on techniques of writing instruction to address this issue. A 37-item bibliography is included. (MSE)

1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; *Commercial Television; Communicative Competence (Languages); Course Descriptions; *Cultural Education; Drama; Higher Education; Instructional Materials; *Japanese; Second Language Instruction; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials; Clemson University SC; *Japanese Culture

In a Japanese business communication course taught at Clemson University (South Carolina), Japanese television drama is used to help language students understand the style of Japanese communication and improve their communicative ability. The course design was based on the following: (1) research on Japanese perceptions of the language needs for good communication between foreign workers and their co-workers in Japan; (2) research on Japanese communicative behaviors; and (3) the values placed on the group, hierarchy, and harmony as expressed in the Japanese communicative style. Textbooks were not found to introduce or teach these cultural values because they are most often not expressed verbally. Commercially published audiovisual materials were seen as too unnatural in form and emphasis. A Japanese television drama focusing on business and containing English captions was selected because of its realistic and appropriate content and language, motivating value, and ease of comprehension. The 4.5-hour drama was divided into eight segments, and four strategies were used to study each of those segments. Strategies include presentation and use of vocabulary before viewing; summarizing in Japanese; detailed questioning and discussing; and special related projects. Sample exercises and a brief bibliography are presented. (MSE)

Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Cultural Awareness; *Cultural Context; Cultural Differences; Global Approach; Higher Education; International Communication; *Multicultural Education
IDENTIFIERS- Gods Must Be Crazy (The)

The ambiguities of intercultural communication are examined in this paper. The concept posed is that although every culture sees the world according to that culture's heritage and history, immediate contexts also shape meanings. In multicultural contexts, those meanings must be constructed partly anew each time by speakers, writers, listeners, and readers, across their differences of language, culture, and world views. Four concepts of interculturalism are discussed: (1) instability and equivocality of messages that cross cultures, as illustrated by the Coca-Cola bottle in the film, "The Gods Must Be Crazy"; (2) cultural construction (the change of cultural identity); (3) cultural heterogeneity; and (4) dialogue communication and approaches and attitudes that block it (modes of intercultural communication, problems with the transmission model of communication, and intercultural misunderstanding and miscommunication). Contains 18 references. (LB)

Attitudes towards Affirmative Action: Effects of Procedural Rationale and Candidates' Qualifications.

PUB DATE- Apr 92

NOTE- 6p.; Paper presented at the Annual Conference of the Eastern Psychological Association (63rd, Boston, MA, April 3-5, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affirmative Action; Comparative Analysis; *Competitive Selection; Cultural Differences; *Employment Qualifications; Equal Opportunities (Jobs); Higher Education; Job Applicants; Minority Groups; Personnel Evaluation; *Personnel Selection; School Policy; *Student Reaction

This study examined whether individuals in higher education who are exposed to a hiring rationale based on a diversity value (minority group differences are valuable and should be relevant criteria for employment decisions in higher education) will rate affirmative action as fairer than those exposed to a compensation rationale (minority status is relevant because such consideration helps restore benefits precluded by past discrimination). A sample of 87 students enrolled at Fairleigh Dickinson University of New Jersey were asked to rate their agreement with a college's hiring rationale and rate candidate qualifications involving a black female candidate (who got the job) and a white female candidate. Students were exposed to either diversity or compensation conditions for the school's final hiring decision. Findings revealed no significant effects for rationale on either the fairness of hiring the black candidate or the college's general policy. Also, the candidate's qualifications had no effect on student ratings of the college's general affirmative action policy; subjects appeared to use information about qualifications to evaluate a specific hiring decision, but not to evaluate the affirmative action policy in general. (GLR)

(GLR)

ED 348 923 HE 025 760

Chapman-Ashley, Lee; And Others
Returning to College: A Resource and Planning Guide for CSUH Adult Students.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 104p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Adult Students; Career Development; College Students; Higher Education; Learning Problems; Learning Strategies; *Nontraditional Students; *Reentry Students; Stress Management; *Student Adjustment; Student Financial Aid; Time Management; Undergraduate Study
IDENTIFIERS- California State University Hayward; *California State University Inst for Teach Learn; *College Teaching and Learning Collection

This guidebook is for adult students at California State University, Hayward (CSUH) who are entering or returning to higher education. The guide discusses the common obstacles facing adult learners; ways to prepare an academic action plan; learning how to learn; becoming a self-directed learner; managing stress and time; dealing with math anxiety; and taking stock of specific learning skills, such as reading, note taking, writing papers, studying, and preparing for tests. Additional topics covered include the CSUH library, the use of personal computers, student financial aid, and information on preparing for a future career. Activities are included with most topics to help guide the student through the various steps in gaining empowerment and knowledge. Some topic areas have references to additional reading materials. The appendix contains a map of the CSUH campus. (GLR)

(052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Role; Adult Education; *Computer Managed Instruction; Computer Networks; Consortia; *Distance Education; *Educational Television; Electronic Mail; Elementary Secondary Education; Foreign Countries; Government Role; Guidelines; Information Technology; Models; Program Evaluation; Questionnaires; Services; Teacher Role; *Telecommunications; *Teleconferencing

IDENTIFIERS- *Alberta Distance Learning Centre

Due to its sparse, rural population and long distances, Alberta province (Canada) has been providing education at a distance since 1923 for students in grades 1 through 12 and adults who wish to complete their high school education through correspondence. This handbook is published as a resource for Alberta schools that offer distance learning programs. Sections in the handbook cover: (1) Distance Learning in Alberta--the history and current goals of the Distance Learning Program; (2) Distance Learning Services--the Alberta Distance Learning Centre (ADLC), the Learning Resources Distributing Centre (LRDC), the Distance Learning Implementation Unit, and Inservice in Distance Learning; (3) Distance Learning Funding--requirements for eligibility and how to apply for funding; (4) Distance Learning Models--correspondence school-based model, computer-managed learning model, multi-subject and multi-school models, and a sample jurisdiction distance learning network; (5) Authority and Responsibility--the individual school, the school jurisdiction, the education consortium, and the Alberta provincial department of education; (6) Distance Learning Technology--print, computer-managed learning, teleconferencing, facsimile machine (FAX), electronic mail, computer conferencing, audiographic teleconferencing, six keys to successful teleconferences, and video; (7) Classroom Planning--operational responsibilities of the superintendent, teacher, school coordinator, principal, and consortium-coordinator; and (8) Evaluating Distance Education--at the provincial level and the local level. Ten tips for distance learning are given and a selected bibliography lists 10 items. Distance Learning Program Evaluation questionnaires for teachers, students, parents, and principals or coordinators are appended. (ALF)

ED 348 943 IR 015 597

Armel, Donald; Barger, Robert
Educating the Faculty and Staff to Computer Use: A Working Model.
PUB DATE- Jun 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Computer Centers; *Computer Literacy; Computer Networks; *Faculty Development; Higher Education
IDENTIFIERS- *Computer Resource Faculty IL; Eastern Illinois University

This paper describes how Eastern Illinois University (EIU) has approached the problem of training faculty to use and support its computer network by creating a new faculty committee called the Computer Resource Faculty (CRF). The Educational Computing Network (ECN) at EIU currently provides e-mail, bulletin boards, BITNET connections, simulation packages, statistical software, and manufacturing software for students and faculty. The purpose of the CRF is to expand computer use in all aspects of education and provide support to users of the network. The CRF consists of at least one faculty member from each of the major academic units at the university. In the past some faculty members have felt the Academic Computing staff were too technically oriented to comfortably handle the faculty's academic problems. The role of CRF is to act as a liaison between the Academic Computing staff and the general faculty. The CRF has no specific duties or guidelines, which allows the committee to have maximum flexibility to meet each unit's needs. Key implementation concepts of the CRF include flexibility to meet individual needs; faculty training by peers; group meetings with Academic Computing; and training the trainer. Future needs of CRF are financial resources for developing materials, purchasing software, and inviting speakers; recognition of activities of committee members as part of their workload; release time to organize and train; and user role models from departmental leaders. (ALF)

ED 348 944 IR 015 599

Intercampus Interactive Telecommunications System: IITS User's Guide.
PUB DATE- Apr 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Distance Education; Faculty Handbooks; Higher Education; *Interactive Video; *Multimedia Instruction; Production Techniques; Teaching Methods; *Telecommunications; Teleconferencing
IDENTIFIERS- *University of Alabama System

The Intercampus Interactive Telecommunications System (IITS) is a network for linking classes among three branches of the University of Alabama. This user's guide provides information

ED 348 962 IR 015 634

Seever, Margaret
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet Middle School 1990-1991.
PUB DATE- Mar 92
NOTE- 19p.; For related reports, see IR 015 633 and IR 015 642.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Analysis of Covariance; *Computer Science Education; *Enrollment Trends; Junior High Schools; Local Area Networks; *Magnet Schools; Mathematics Achievement; Microcomputers; *Middle Schools; Program Evaluation; Reading Improvement; *School Desegregation; Standardized Tests; Tables (Data)
IDENTIFIERS- Kansas City Public Schools MO

This evaluation examines the progress made in the areas of achievement and enrollment by students at the Central Middle Magnet School in the Kansas City, Missouri, School District after the Computers Unlimited program had been in operation for 4 years. The evaluation design used data on student demographics gathered from the Research Office of the Kansas City, Missouri, School District (KCMSD) and from the Central Middle School administrators. Analysis of co-variance was used to determine whether Central Middle computer students scored statistically significantly higher on the Iowa Tests of Basic Skills (ITBS) than a random selection of students from other district middle schools. A student cohort made up of students who had attended the school from 1989-1991 and who were in grades six, seven and eight in those respective years, was also examined and broken down by minority/non-minority status. It was found that results on both enrollment and achievement are mixed, but overall, when compared with the baseline year of 1986-87, there are signs of definite improvement in both areas. Four tables and three figures display the results of data analyses. (ALF)

ED 348 963 IR 015 636

Kluever, Raymond C.; And Others
The Computer Attitude Scale: Assessing Teachers' Attitudes toward Computers.
PUB DATE- Apr 92
NOTE- 10p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Computer Literacy; Correlation; Elementary Secondary Education; Factor Analysis; Microcomputers; Postsecondary Education; Pretests Posttests; *Self Evaluation (Individuals); *Teacher Attitudes; *Test Reliability; *Test Validity
IDENTIFIERS- *Computer Attitude Scale

This study investigates the Computer Attitude Scale (CAS) in terms of reliability, factorial validity, and fit to a unidimensional model. The sample for this study consisted of 265 teachers from 20 schools and school districts in one state who attended evening and weekend classes that emphasized

ED 348 981 IR 015 660

Tsai, Shu-Er
Development of Schema Knowledge in the Classroom: Effects upon Problem Representation and Problem Solution of Programming.
PUB DATE- 92
NOTE- 57p.; Paper presented at the Annual Conference of the American Educational Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Computer Science Education; High Schools; *Instructional Effectiveness; *Intermode Differences; *Problem Solving; *Programing; Qualitative Research; Schemata (Cognition); Statistical Analysis
IDENTIFIERS- BASIC Programing Language; *Problem Representation

Students with a semester or more of instruction often display remarkable naivety about the language that they have been studying and often prove unable to manage simple programming problems. The main purpose of this study was to create a set of problem-plan-program types for the BASIC programming language to help high school students build plans for unstructured BASIC programs with a schema induction intervention. With an experimental versus control group design and taking individual differences into analyses, this study was also aimed at investigating different functions of aptitudes and instructional treatments on computer programming learning. Treatment efficacy was assessed in terms of problem representation and problem solution of programming in card sorting tasks and performance tasks. Subjects were students from four high school computer programming classes. The results showed that inductive reasoning ability and treatment effect both contributed significantly to problem representation and problem solution of programming. The experimental group did better in card sorting tasks and performance tasks than the control group. The schema induction treatment proved to be effective. This study provides a learning framework for classes in computer programming. Results of the data analyses are displayed in 11 tables and 3 figures and a sample problem set is appended. (Contains 43 references.) (Author/BBM)

ED 348 982 IR 015 661

Richards, Irving; And Others
Distance Learning: A Study of Computer Modem Students.
PUB DATE- Apr 92
NOTE- 78p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Distance Education; *Electronic Mail; *Microcomputers; Modems; Postsecondary Education; Questionnaires; School Surveys; *Student Characteristics; Telecommunications; Two Year Colleges
IDENTIFIERS- Cuyahoga Community College OH; *Student Surveys

Since distance learning via computer/modem is a relatively new concept, little is known about the students in computer/modem

ED 349 000 IR 054 091

Young, Peter R.
Evolving Knowledge Resource Access Systems.
PUB DATE- 12 Apr 91
NOTE- 17p.; Keynote address presented at the Collection Development Institute of the City University of New York Library Association (New York, NY, April 12, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Access to Information; *Change Strategies; Copyrights; *Economic Impact; Educational Trends; Electronic Publishing; Higher Education; Intellectual Property; Public Policy; *Publishing Industry; *Research Libraries; Retrenchment; *Scholarly Journals; Shared Library Resources; Technological Advancement
IDENTIFIERS- Electronic Journals

The academic library environment is in transition because of the enormous financial pressures placed on university libraries by simultaneous budget decreases and increased demands for services. Changes brought about by economic restructuring of the scholarly research and publication process, the emergence of a scholarly electronic communication network, and the impact of the evolving electronic university are the three major sources of change. These changes are creating a paradigm shift in the nature of scholarly research, in response to which academic libraries need to create and test new, reformulated, and expanded missions. Tactics that will help university libraries respond to the challenges include selective cancellation of serial titles; changing existing intellectual property statutes to allow more resource sharing; increased networking among many participants in the system of scholarly communication; and the development of creative excitement directed at recasting academic libraries and their missions. (KRN)

ED 349 001 IR 054 094

Weatherby, James B.; And Others
Improving and Extending Rural Library Services in Idaho.
SPONS. AGENCY- Idaho State Board of Education, Boise.
PUB DATE- Jan 91
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Change Strategies; Computer Networks; *Financial Policy; Financial Support; *Library Development; Library Extension; Library Networks; *Library Services; *Library Surveys; Public Policy; Revenue Sharing; *Rural Areas; State Aid; State Legislation; State Libraries
IDENTIFIERS- *Idaho

This study of rural libraries in Idaho was designed to identify appropriate alternative local revenue sources to support library services as well as ways of improving the coordination and delivery of library services in the state and extending library access to unserved areas. Data were gathered from U.S. Bureau of the Census reports and special local government finance reports; field work conducted with library science

ED 349 019 IR 054 127

Mooney, Sarah E., Ed.
Building a New Agenda: Economic Pressures, Technological Innovation, and Access to Information. Minutes of the Meeting (119th, Washington, D.C., October 23-25, 1991).
PUB DATE- 92
NOTE- 182p.; For an account of the 117th meeting, see ED 338 247.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Access to Information; Conferences; *Economic Factors; Financial Support; Higher Education; *Library Administration; Library Associations; *Preservation; *Research Libraries; *Technological Advancement
IDENTIFIERS- Association of Research Libraries

The following 12 papers in this report from the Association of Research Libraries (ARL) address management and preservation of research library resources, access to information resources, scholarly communication, research collections, and information policies: (1) "Management Issues That Keep Directors Awake at Night: (Joanne Euster); (2) "ARL Statistics: Nightmares or Pleasant Dreams?" (Irene Hoadley); (3) "Funding Preservation Programs in ARL Libraries: Strategies for the 1990s" (William J. Studer); (4) "Financing a New Preservation Program" (Paul Willis); (5) "Strategies for Increasing Productivity" (Scott Bennett); (6) "Strategies for Reducing the Preservation Budget" (Joseph Rosenthal); (7) "The Future of Congress' Mass Deacidification Plans" (Kenneth Harris); (8) "Evolution of Electronic Resource Sharing: A White Paper" (Nancy Eaton); (9) "University Presses and ARL Libraries: Partnerships and Collaborations" (Richard De Bacher); (10) "Technologically-Enhanced Article and Document Delivery Systems: New Services and Their Effect on Research Libraries" (Michael Gannon); (11) "Determining Values Related to Collection Development in Research Libraries" (Harold Billings); and (12) "Government Information in Electronic Format: Case Studies" (Merrily Taylor). This report also includes ARL program updates from the Office of Management Services, Office of Scientific and Academic Publishing, and the Coalition for Networked Information; strategic forum reports; reports on foundation trends in the 1990s; and minutes of the business meeting. Appendices contain a report on association activities; an attendance list and index of persons; lists of officers and members of the Board of Directors, committees, and task forces; and a membership directory. (BBM)

ED 349 020 IR 054 128

Saylor, John M.
NEEDS (The National Engineering Education Delivery System): If We Build It (According to Standards) They Will Come!
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; Computer Software; *Computer System Design; Cooperative Learning; *Curriculum Development; Delivery Systems; *Engineering Education; Federal Programs; Higher Education; Individualized Instruction; Information Retrieval; Learning Modules; Library Role; *Multimedia

ED 349 036 JC 920 344

Dean, Janet H.; Fischer, Susanne E.
Nursing Predictors Study, Phase One.
PUB DATE- 20 Jul 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Admission Criteria; Certification; Courses; Educational Testing; *Grade Point Average; Grades (Scholastic); Licensing Examinations (Professions); Multiple Regression Analysis; *Nursing Education; *Predictor Variables; Scores; Selective Admission; Student Characteristics; Student Placement; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- Multiple Assessment Programs and Services

In an effort to identify the minimum qualifications necessary for an entering student to succeed in a selective admission Nursing Program at Saint Petersburg Junior College in Florida, a study was conducted of 424 generic nursing students who started the program in January 1988, August 1988, January 1989, and August 1989. A successful student was defined as one completing the Nursing Program in four semesters and passing the Florida Licensing Examination for Registered Nurses (NCLEX-RN) on the first attempt. The predictor variables examined were grade point average (GPA) at admission; Multiple Assessment Programs and Services (MAPS) placement test scores; final grades in selected mathematics, English, and science courses; and GPA's for selected courses. Study findings, based on a multiple regression analysis, included the following: (1) 60.6% of the students in the study completed the program in four semesters, while another 20.1% completed the program by the end of spring 1992; (2) 62.5% of the total student cohorts passed the NCLEX-RN on the first attempt; (3) pre-admission predictors of successful program completion included a final grade in Human Anatomy and Physiology II (a pre-admission requisite) greater than or equal to B, and a GPA in general education science courses greater than 2.6; and (4) pre-admission predictors for the successful completion of the NCLEX-RN on the first attempt included MAPS reading score greater than 38, and a final grade in the Microbiology Laboratory course of B or better and/or a GPA in general education science courses greater than 2.6. Extensive appendixes contain the research proposal and detailed data tables. (PAA)

ED 349 037 JC 920 404

Malan, Roland M.
Audit Report of Borough of Manhattan Community College. Report 91-T-4.
PUB DATE- 12 Aug 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Community Colleges; *Compliance (Legal); Educational Finance; Educational Legislation; *Eligibility; *Financial Audits; Government School Relationship; *State Aid; *State Standards; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- City University of New York Manhattan Comm Coll; Supplemental Tuition Assistance Program NY; Tuition Assistance

ED 349 053 JC 920 441

Spencer, Patricia A.; Flyr, Mary L.
The Formal Evaluation as an Impetus to Classroom Change: Myth or Reality?
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Classroom Environment; College Faculty; Community Colleges; Evaluation Research; *Evaluation Utilization; *Faculty Evaluation; Higher Education; *Instructional Improvement; Peer Evaluation; State Universities; Student Evaluation of Teacher Performance; *Teacher Attitudes; Teacher Improvement; *Tenured Faculty; Two Year Colleges

A study was conducted to determine the effects of the formal evaluation process (FEP) of two- and four-year college faculty on instructional improvement. A questionnaire was mailed to a random sample of 250 tenured faculty representing five colleges and universities. Respondents were asked to indicate whether three segments of the FEP (i.e., student, peer, and administrator evaluation) had led to changes in such areas as teaching strategies, classroom management, and basic philosophies of education. In addition, faculty perceptions of the FEP were gathered through four questions utilizing a Likert scale and one open-ended query. Survey findings, based on a 58% response rate, included the following: (1) of the three FEP segments, respondents were most likely to use Student feedback as an impetus for change, but only in specific areas such as altering handout materials, changing the number of assignments, and changing the pacing of lectures; (2) 77% of the responses indicated that student evaluations were not taken into account; (3) 8% of the responses indicated that peer review had led to changes, mostly in the area of selecting a different textbook; (4) administrator feedback was credited as an impetus for change in only 2% of the responses; (5) 25% of changes were attributed to "other causes"; and (6) 73% of the respondents indicated that the FEP never or only occasionally lead to instructional improvement, and 64% indicated that follow-up support to assist in implementing change was never provided. A literature review, faculty responses, and recommendations are included in the study report. Contains 40 references. (MAB)

ED 349 054 JC 920 442

Trustee Quarterly, 1992.
PUB DATE- 92
NOTE- 82p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrative Policy; Administrator Responsibility; Board Administrator Relationship; *College Administration; College Planning; *Community Colleges; Educational Finance; Financial Support; Futures (of Society); *Governing Boards; School Community Relationship; *Trustees; Two Year Colleges

The four issues of "Trustee Quarterly" contained in this documen focus on topics of current concern to community college trustees. The winter 1992 issue offers articles on the trustee's role in politics, community colleges as community

ED 349 070 JC 920 461

Artman, Johanne I.; Gore, Robert L.
Meeting Individual Needs Fosters Retention.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Advising; Academic Persistence; College Programs; Community Colleges; *Dropout Prevention; Dropout Rate; Educational Counseling; *School Holding Power; *Student Attrition; Student Characteristics; *Student Personnel Services; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Del Mar College TX

A 1991 study of non-returning students at Del Mar College (DMC), in Corpus Christi, Texas, revealed that only 37.9% of these students were actual dropouts (i.e., had failed to accomplish their educational goals, and had no plans to take up further study). Retention studies conducted in Texas between 1985 and 1989 have shown that DMC has consistently maintained a retention rate higher than the statewide average. Colleges seeking to improve student retention should focus on registration/advising, student services, and survival skills. In the area of registration, colleges can provide a public relations staff to assist students during this initial period. In addition, students should meet with an advisor by the end of the first semester and complete an Education Plan. An ideal advising system would include an Advising Center, staffed by trained personnel. Students could seek out an advisor when they first enter the college, to change their major, or for personal problems. In the area of student services, providing for student government can give students a feeling of personal involvement in the development of college policies and activities. Also, providing peer tutors, as well as concise information on available campus and community services and resources, can help students address personal needs which might otherwise lead them to dropout. Concerning survival skills (e.g., stress management, critical thinking, and study skills), the college should create special courses and/or videos and other media to help students develop these skills, and policies should be adopted to discourage course dropping. DMC retention data are included. (PAA)

ED 349 071 JC 920 462

Application and Enrollment Patterns of Transfer Students, Fall 1991. Report Number 6-92.
PUB DATE- Sep 92
NOTE- 712p.; For the fall 1990 report, see ED 336 129.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *College Transfer Students; Community Colleges; *Enrollment; *Enrollment Trends; Higher Education; *State Universities; Student Mobility; Tables

ED 349 088 PS 020 596

Becker, Patricia T.; And Others
Motor, Sleep/Wake and Physiological Organization in Very Low Birth Weight Infants Given Developmental Care. Conference Draft.
PUB DATE- May 92
NOTE- 20p.; Paper presented at the Meeting of the International Society of Infant Studies (Miami, FL, May 1992). Research supported by the Meriter Medical Surgical Foundation, the Meriter Hospital Auxiliary, the University of Wisconsin-Madison School of Nursing, and the Wisconsin Perinatal Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; *Birth Weight; Motor Development; *Neonates; *Nurses; Nursing Research; *Perinatal Influences; Physical Development; *Premature Infants; Sleep; *Stress Variables
IDENTIFIERS- *Intensive Care Nursing; Morbidity

This study examined the effect of a modification of nursing care on stressors associated with care procedures for low birth weight infants in a neonatal intensive care unit (NICU); and on infants' physiological, motor, and behavioral development. The nursing staff of an NICU received training to reduce environmental and procedural stress, support motor development, and support organization of infants' patterns of sleep and wakefulness. A control group of 21 infants who weighed less than 1,501 grams at birth was cared for before the training, and an experimental group of 24 similar weight infants was cared for after the training. The range of infants' gestational ages at birth was 26 to 33 weeks, and at discharge from the hospital, 33 to 56 weeks. The study data are presented for 30, 32, and 34 weeks. Results indicated that blood oxygen levels at 30 and 34 weeks were higher for experimental than control infants. Experimental infants exhibited less jerky movement at 30 and 32 weeks, and more flexor movement at all ages, than did control infants. Experimental infants spent more time in the alert wakeful state at 34 weeks than did control infants. A list of 42 references is provided. (BC)

ED 349 089 PS 020 615

Seever, Margaret
The Extended Day Program: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Elementary Education; Enrichment Activities; Enrollment Trends; *Extended School Day; *Parent Attitudes; *Program Effectiveness; Program Evaluation; School Age Day Care; School Desegregation; Scores; Supplementary Education; *Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO

The Extended Day Program (EDP) (previously known as the Before and After School Program) was first implemented at elementary schools in the Kansas City, Missouri School District in 1985-86. The EDP seeks to provide a place for children of working parents to stay before and after school and to give students the opportunity to engage in academic activities in addition to

ED 349 107 PS 020 762

Thomas, N. G.; And Others
Taking Steps for Children: A Citizen's Guide to Child Policy.
PUB DATE- 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activism; *Child Advocacy; *Children; *Citizen Participation; Educational Legislation; *Federal Programs; Health Programs; Housing; Legislators; Libraries; Mass Media Use; Nutrition; Policy Formation; *Public Policy; Social Services; Tax Credits; Voting

This guide contains suggestions for citizens to follow in exploring and addressing policies that affect children. The guide focuses on federal child policy, but the strategies described also apply to policies at the state and local levels. The first part of the guide describes sources of information on government policies relating to children. These sources include media, libraries, elected representatives, Congressional committees, child advocacy groups, and federal programs that affect children. Relevant federal programs address issues of family income, nutrition, social services, education, health, and housing. Federal tax credits and exemptions also affect families with children. The second part of the guide offers suggestions for taking action on behalf of children. Recommended actions include voting, supporting candidates, writing letters, attending and organizing public events, and advocating and lobbying. Points of entry for citizens into the policymaking process are listed. A 15-item list of suggested readings and resources is provided. (BC)

ED 349 108 PS 020 763

Meier, John H.
Behavior Management for Young Children.
PUB DATE- Mar 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; Check Lists; *Discipline; *Parent Child Relationship; Preschool Children; Preschool Education; Self Esteem; Social Reinforcement; *Teacher Student Relationship; *Young Children
IDENTIFIERS- *Behavior Management; *Child Behavior; Praise

This booklet presents information designed to help teachers and parents of preschool children establish desirable behaviors and eliminate inappropriate behaviors. Several terms relating to behavior management are defined. Three types of behavior which must be discriminated, and appropriate responses to these types of behavior, are listed: (1) behaviors the teacher/parent likes and wants to see more of; (2) behaviors the teacher/parent does not like but can choose to tolerate; and (3) behaviors the teacher/parent does not like and cannot tolerate because they

ED 349 126 PS 020 828

Meeting Children's Needs. Guidebook 5. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 47p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Childhood Needs; Curriculum Evaluation; Early Childhood Education; *Educational Practices; Educational Research; *Parent School Relationship; Primary Education; Program Evaluation; Research and Development; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Developmentally Appropriate Programs; *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on early childhood education is followed by an overview of the fifth program in the series, which covers the topic of meeting children's needs in early childhood education. In this program, the first story illustrates a teacher's translation of research-based concepts of children's growth and development into practice in a first grade class. The second story illustrates the ways in which staff, parents, and community members support developmentally appropriate practices in a primary education center in California. A series of follow-up activities relevant to the topic of children's needs is described. Additional materials include biographical information on videoconference participants, a list of resources on early childhood, a glossary of terms, a reference list of 25 items, and a form for evaluating the videoconference series. (BC)

ED 349 127 PS 020 829

Preparing Students for Drug-Free Lifestyles. Guidebook 6. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 58p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 349 144 RC 018 793

Kincaid, James M., Jr.; Knop, Edward C.
Insights and Implications from the Colorado Rural Revitalization Project, 1988-1991. A Final Evaluation Report.
PUB DATE- Apr 92
NOTE- 103p.; For a related document, see ED 347 019.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Cooperative Programs; Delivery Systems; Higher Education; Information Dissemination; *Institutional Cooperation; Leadership Training; Program Evaluation; Rural Areas; *Rural Development; Rural Education; School Community Relationship; *Technical Assistance
IDENTIFIERS- *Colorado

This report describes and evaluates the Colorado Rural Revitalization Project (CRRP). CRRP was established in 1988 as an experimental approach to institutional collaboration to provide community development services among selected rural communities of less than 5,000 people. CRRP consisted of a partnership among rural Colorado communities, Colorado State University, the University of Colorado, the Colorado Department of Local Affairs, and the W. K. Kellogg Foundation. CRRP focused on delivery of leadership training and technical assistance and providing a programmatic framework for delivery of research and educational information to rural areas. Data for evaluation were collected through observations, questionnaires, interviews, and document reviews. This report includes information on: (1) project background; (2) the project review process; (3) lessons learned or confirmed in CRRP community work; (4) a central project on inter-institutional relations; and (5) selected observations and implications of value to community development educators and consultants. This report indicates that CRRP was successful in assisting most of the 47 participating rural communities to achieve worthwhile progress toward their local revitalization goals. In addition, participating state institutions gained knowledge about community work and inter-institutional work. The appendices provide documentation on the evaluation procedure and questionnaires. (LP)

ED 349 145 RC 018 794

Hecht, Jeffrey B.; And Others
Common Factors Underlying Public Opinion of Local Schools from Five Rural, Mid-West Communities.
PUB DATE- 22 Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; Elementary Secondary Education; Factor Analysis; Parent Attitudes; *Parent School Relationship; Program Effectiveness; *Program Improvement; *Public Opinion; Rural Education; *Rural Schools; *School Districts; *School Effectiveness; School Support

This report examines the opinions of 726 registered voters in 5 small, rural mid-west school districts. The purposes of the

ED 349 162 SE 052 907

Anderson, Norman D.
Hidden Treasures for Science Teaching: United States Patents.
PUB DATE- 92
NOTE- 16p.; Figures 1 and 2 on pages 7 and 10 may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Inventions; *Patents; *Science and Society; Science Education; Science Education History; *Science History; *Science Instruction

United States patents are a source of historical information with many implications for science teaching. Using patents as science teaching devices has been largely ignored by science educators. Some of these devices can be easily modified for use in today's classrooms; in addition, patents serve as great examples of how our knowledge of science has increased at an ever increasing rate. Patents also provide interesting illustrations of the interaction of science, technology, and society. In the area of history of science and science teaching, patent records represent a valuable source of information. This document presents information about the United States patent process, doing a patent search, examining patent announcements and patents, and using patents in science teaching. This paper presents a table of famous patents including those of Morse, Goodyear, Gatling, Westinghouse, Pasteur, Edison, Eastman, Diesel, Ford, and Houdini. (PR)

ED 349 163 SE 052 937

Robitaille, David F.; And Others
Mathematics '90: A Status Report on School Mathematics in British Columbia. Provincial Report.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Elementary School Mathematics; Elementary Secondary Education; Estimation (Mathematics); Foreign Countries; Grade 4; Grade 7; Grade 10; Local Norms; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; Problem Solving; Program Evaluation; Program Improvement; *Secondary School Mathematics; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *British Columbia

This report of the fourth British Columbia Mathematics Assessment conducted in May 1990 is a condensed form of the technical report of the evaluation project. The report is divided into five sections. An introduction provides the rationale and purpose of the project and describes the organization and scope of the assessment. The second section describes the findings about students' and teachers' opinions concerning issues related to the teaching and learning of mathematics. The third section discusses students' achievement in mathematics on a topic-by-topic basis. It describes students' performance by establishing four achievement categories for each grade level according to the percentage of students that are able to perform those mathematical skills. Mathematical skills and

ED 349 180 SE 053 186

LeBlanc, John F.; And Others

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume I: Overview.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jun 92

NOTE- 32p.; For volumes II-V, see SE 053 187-190.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Elementary School Teachers; Higher Education; Instructional Materials; Lesson Plans; Material Development; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Methods Courses; *Preservice Teacher Education; *Problem Solving; Resource Materials; *Teacher Education Curriculum; Teaching Methods; Videotape Recordings

IDENTIFIERS- Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with primary focus on improving the university training of preservice teachers (PSTs) in mathematics. The goals of the PETTM Project included: (1) improving teacher preparation through a problem-solving focus in university mathematics courses; (2) developing a program to prepare students who wish to make mathematics their field of concentration; (3) developing jointly a plan for intensive early field experiences for all prospective teachers in local school districts; and (4) establishing support mechanisms to help practicing teachers: (1) broaden their views of the nature of mathematics, and (2) utilize innovative teaching techniques for improving their pupils' mathematical thinking skills and use of problem-solving strategies. The PETTM Project was comprised of four components: the "Content Component," the "Methods Component," the "School Component," and the "Research and Evaluation Component." This document, volume I of the project's 5-volume final report, provides an overview of the entire project. An introductory section includes the background and rationale for the project and a description of the four components of the project. Two sections provide lists of publications and presentations related to the PETTM Project. The final section describes educational products resulting from the project in three categories: (1) products related to the content component of the project; (2) products related to the methods component of the project; and (3) products related to the school component of the project. (MDH)

ED 349 181 SE 053 187

Lester, Frank K., Jr.; And Others

Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume II: Content Component.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jun 92

NOTE- 36p.; For volumes I-V, see SE 053 186-190.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cooperative Learning; Curriculum Development;

ED 349 202 SO 022 275

Bobbett, Gordon C.; Bobbett, Nan C.
Musical Independence and Contributing Academic/Musical Experiences for Students in Good Rural Appalachian Schools.
PUB DATE- 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Museums; Musical Instruments; *Music Education; *Rural Schools; Skill Development; Standardized Tests; Student Development; *Student Educational Objectives
IDENTIFIERS- *Appalachia; Musical Independence

Using identified factors that affect students' musical outcomes, this research study examined how instrumental music students attending "good" rural Appalachian high schools compared to other instrumental students. "Good" refers to those 12 Appalachian rural school districts identified as the best out of 46 rural county school districts in Appalachian Tennessee and 32 county and 16 independent school districts in Appalachian Kentucky. Employing identified factors that affect students' musical outcomes, the study used the notion of "musical independence" to evaluate music outcomes. Musical independence was defined as the level at which an individual or organization required musical assistance. For example, a person who required much assistance in performing music would have low or moderate musical independence. The study had three specific purposes: (1) to evaluate the instrumental band students' musical independence (MI) at selected rural Appalachian high schools; (2) to compare students' MI level to their academic experiences, musical experiences, family environment, and practice/rehearsal activities; and (3) to develop musical independence benchmarks for instrumental students attending "good" rural Appalachian high schools. Band students at six rural Appalachian high schools participated in a two-part evaluation that involved administering the Instrumental Band Student survey (IBS) and Colwell's Music Achievement Test 3 (MAT3). The conclusions drawn from the study included: (1) socio-economic conditions are linked to students' musical outcomes; (2) Appalachian band directors and their instrumental students de-emphasize the promotion and development of musical skills; and (3) wasted student resources are an important educational issue. A 12-item reference list is included. (DB)

ED 349 203 SO 022 284

Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program.
PUB DATE- 92
NOTE- 14p.; For related documents, see SO 022 285-286.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Curriculum; Evaluation Criteria; Evaluation Methods; *Grade 3; Language Arts; Learning Activities; Primary Education; *Social Studies; *State Programs; Student Educational Objectives; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Maryland School Performance Assessment Program

ED 349 225 SO 022 371

Brock, Sharon L.
The Visual and Performing Arts Magnet Elementary Schools: 1988-1989, 1989-1990, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 65p.; For other evaluation documents, see SO 022 368-370 and SO 022 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Art Education; Elementary Education; Elementary Schools; *Magnet Schools; Parent Attitudes; Program Evaluation; *Program Implementation; Public Schools; School Desegregation; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Kansas City Public Schools MO

This summative evaluation assesses the progress made by four elementary magnet schools in Kansas City, Missouri during three years of implementing a visual and performing arts theme. Enrollment, implementation, perceptions, and achievement are the focal areas considered in the evaluation. Enrollment at each elementary arts magnet school was above 90% of capacity. However, efforts to achieve desegregation goals were only moderately successful. Overall, the study found many positive, successful efforts in program implementation at each of the four schools as well as persistent difficulties. Questionnaire responses by teachers revealed that satisfaction with the program has declined throughout the three years of implementation. Students appeared to enjoy the arts theme, and the programs seem to have a positive effect on the majority of students enrolled. Parents also seemed to feel positive about the program; parent satisfaction has increased since the first year of implementation. The 1989 kindergarten cohort was examined to assess achievement through three years of theme implementation. Achievement scores did not improve significantly across the three years. A number of recommendations are put forth based on the findings of the summative evaluation. Tables and figures appear throughout the report. Three appendices are included: (1) calendar of events; (2) parent, student, and teacher ratings and perceptions by school; and (3) extended day activities. (DB)

ED 349 226 SO 022 372

Weiss, Joel
The Muse as Educator.
PUB DATE- 21 Apr 92
NOTE- 15p.; Paper presented as part of the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Centers; *Educational Facilities; *Educational Research; Elementary Secondary Education; Foreign Countries; Learning Processes; Learning Theories; *Museums

Many educators look upon schools as the exclusive site at which meaningful learning can take place. Those educators would benefit from seeing the possibilities offered by non-school environments. This paper argues that the museum is a full-

ED 349 248 SO 022 482

Tuttle, William M., Jr.
America's School-Age Children Fight the War: Political Socialization, Participation, and Patriotism.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the convention of the Organization of American Historians (Chicago, IL, April 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childhood Attitudes; Children; Democratic Values; Elementary Secondary Education; Oral History; *Patriotism; *Political Socialization; Social Science Research; United States History; War; *World War II

U.S. children who were of school age during World War II underwent a socialization process that led them to have great pride in their country, to believe in the moral certainty of U.S. victory, and to feel united in their participation on the homefront. Excerpts from letters of individuals who were school-aged during the War are used to illustrate this process of political socialization. The excerpts included memories of Franklin Delano Roosevelt both during the War and at the time of his death. Various measures undertaken by educators to promote the values of democracy and other ideals are discussed. Research on the political socialization of children, and the psychological aspects of child development are reviewed. (DB)

ED 349 249 SO 022 486

Looking to the Past, Teaching for the Future. Recommendations for Improvement of Teaching Using Historical Records.
PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Background; Curriculum Development; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *History Instruction; *Local History; *Primary Sources; Social History; Social Studies; *State Standards; Teaching Methods
IDENTIFIERS- *New York

The use of historical records and documents can help students to connect more meaningfully to the past, and lead them to an increased understanding of and participation in their communities. The Regents of New York State have included the use of historical records and documents in their recommendations for the improvement of elementary and secondary education. This report addresses the means by which New York State classroom teachers may network with archivists, librarians, museum educators, and county, town, and village historians in order to improve history instruction. A number of model programs that embody cooperative relationships using documents and records to enhance teaching are described. The report also makes recommendations concerning teacher training, technology, the role of the state, and funding requirements. (DB)

ED 349 268 SP 033 938

Busman, Douglas
The Myth of the Teacher Resister: The Influence of Authenticity and Participation on Faculty Trust.
PUB DATE- Apr 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 26, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Cooperative Planning; Intermediate Grades; Interpersonal Relationship; Junior High Schools; Middle Schools; *Participative Decision Making; Politics of Education; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Participation; *Teamwork; *Trust (Psychology)
IDENTIFIERS- *Authenticity

This paper examines the influence of authenticity, teaming, and participation on faculty trust. Researchers mailed 437 public middle school teachers a survey which used an authenticity measure, a trust measure (trust in principals, colleagues, and organizations), a teacher involvement in decision making measure, and a question on daily grade level teaming. Teachers reported more trust in their colleagues than in their principals or organizations. Teacher participation in decision making was low. Principal authenticity is composed of three aspects: non manipulation of subordinates, salience of self over role, and accountability. Fully two-thirds of the teachers did not view their principals as authentic. Data analysis indicated that different levels of authenticity influenced aspects of trust in significantly different manners. The study emphasizes the importance of considering the interrelationships between the major variables when establishing a climate of trust within a school. Findings suggest that: teaming represents real reform, and it influences colleague trust, principal trust, and teacher perception of actual involvement in participation; as authenticity increases, trust in organization increases; and trust in the principal is based upon the perceived level of the principal's authenticity. (SM)

ED 349 269 SP 033 940

Castle, Joyce; Giblin, Anthony
A Collaborative Venture in Preservice Education: Participant Practices and Learnings.
PUB DATE- Feb 92
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; Collegiality; *Cooperative Planning; Curriculum Development; Elementary Secondary Education; Graduate Study; Higher Education; Journal Writing; *Participative Decision Making; Practicums; Preservice Teacher Education; Public Schools; Story Telling; *Student Teaching
IDENTIFIERS- Brock University (Canada); Reflective Teaching; *Reflective Thinking

ED 349 287 SP 034 018

Gray, Judith A., Ed.
Research in Dance IV: 1900-1990.
PUB DATE- 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; Adult Education; Annotated Bibliographies; Classification; *Dance; *Databases; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Indexes; Research Tools

This publication reflects the growth of doctoral level research in dance and dance-related areas, and is comprised of approximately 550 doctoral dissertation abstracts. A preface describes how information was gathered: gives information on data descriptions and entries and dissertation ordering; and provides an analysis of the data according to the possibilities of the database on which this volume is founded. That database allows researchers to experiment with different ways to organize information. By activating the database, it is possible to analyze data by a number of research questions and issues relating to the following perspectives: (1) historical; (2) institutional; (3) stylistic; (4) theoretical; (5) educational; and (6) ethnographic. The abstracts are organized by the following categories: administration; biography; children; choreography and performance; education; ethnology and anthropology; history; music and rhythm; notation and movement analysis; psychology and therapy; related arts (literature, opera, painting, theatre, visual); science; styles (ballet, jazz, modern, social, square, tap); technology and film; and theory and philosophy. The entries are also indexed by author and by dissertation title. (LL)

ED 349 288 SP 034 021

NAGWS Volleyball Rulebook, 1992. Official Rules & Interpretations/Officiating.
PUB DATE- 92
NOTE- 224p.; Subtitle on cover is "Official Rules, Interpretation, & Officiating.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Coaches; Elementary Secondary Education; Extramural Athletics; *Females; Guides; Higher Education; Physical Education Teachers; Team Sports; *Volleyball
IDENTIFIERS- AAHPERD; *Rules and Regulations; *Sports Officials

The National Association for Girls and Women in Sport (NAGWS) Volleyball Rules, are based on the United States Volleyball Rules, which in turn are adopted from the rules and interpretations of the International Volleyball Federation Rules. Following a foreword by Doris Hardy, NAGWS President, the publication is organized into five sections as follows: (1) NAGWS Women's Interscholastic and Collegiate Volleyball Rules 1992-93 (a summary of rule changes, experimental rule, reference to volleyball rules, official volley rules 1992-93, definition of skills and fouls, summary of penalties, red and yellow card sanctions, and competitive procedures and special

ED 349 307 SP 034 054

Anderson, Debra J.; And Others
Teacher Supervision That Works: A Guide for University Supervisors.
PUB DATE- 92
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Guides; Higher Education; Mentors; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Supervisor Qualifications; *Supervisory Methods; *Supervisory Training; Teacher Education Programs

University supervisors act as the link between the needs and interests of student teachers, institutions of higher learning, and public and private schools. This volume serves as a practical guide for university supervisors, examining the supervisory process as well as the necessary preparation and responsibilities of the supervisor, the historical assumptions underlying the supervisory role, and what research reveals about effective supervision. Following a preface, the book is organized into 16 chapters. They are: (1) "Realities and Misconceptions Surrounding University Supervision"; (2) "An Historical Overview of University Supervision"; (3) "Preparation of the University Supervisor: Documenting the Need, Attitudes, Experiences, Skills, and Attributes"; (4) "Preparation of the University Supervisor: Philosophical Foundations"; (5) "Preparation of the University Supervisor: Psychological Foundations"; (6) "Preparation of the University Supervisor: Sociological Foundations"; (7) "Observing Student Teachers"; (8) "Evaluating Student Teachers"; (9) "Effective Supervisory Conferences"; (10) "The University Supervisor as Seminar Teacher"; (11) "Working with First-time Cooperating Teachers"; (12) "Discipline and the University Supervisor: Developing Appropriate Attitudes"; (13) "The University Supervisor and Curriculum"; (14) "Common Concerns of University Supervisors and Cooperating Teachers"; (15) "The Conflict between Individuality and Conformity"; and (16) "The Present Status of and Future Trends in Supervision." (LL)

ED 349 308 SP 034 055

Dana, Nancy Fichtman; And Others
Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems, and Pitfalls.
PUB DATE- Jan 92
NOTE- 14p.; Paper presented at the Qualitative Research in Education Conference (Athens, GA, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Improvement; *Interviews; Personal Narratives; *Qualitative Research; *Questioning Techniques; Researchers; *Research Skills; Skill Development
IDENTIFIERS- *Question and Answer Exercises; *Question Types

This paper summarizes practical strategies that qualitative researchers can employ to improve their interviewing skills. The first section, "The Art of Questioning: Wording Makes a Difference," presents several guidelines: (1) questions should

ED 349 326 TM 018 951

MacKenzie, Stella; Keith, Jo Ann
Certificated Personnel and Related Information, Fall 1991.
PUB DATE- Mar 92
NOTE- 163p.; For the previous year's report, see ED 335 370.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Certification; Elementary Secondary Education; Enrollment; Ethnic Groups; *Principals; Racial Differences; School Districts; *School Statistics; Sex Differences; State Surveys; *Superintendents; Tables (Data); *Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Colorado

Information is presented about public school teachers and other holders of certificates in Colorado in 1991. The average salary for the 33,093 public school teachers was $33,072, representing a 3.9% increase over the 1990 average salary. This marked the third consecutive year that the average teacher salary in Colorado was below the national average. Classroom teachers represented 52.9% of the total certified and non-certified staff. About 70% of the teachers, 35% of the principals, and 7% of the superintendents were female. American Indians, Asian Americans, Blacks, and Hispanic Americans represented 9.3% of the state's teachers, but 25.1% of the student population. These facts and others are presented in 12 tables: (1) average salaries of teachers and administrators by district; (2) full-time equivalent and average salaries by district; (3) certified personnel by college preparation; (4) selected certified personnel by salary range and school district size; (5) average age of certified personnel by position and sex; (6) certified personnel by position, ethnic/racial group, and sex; (7) ethnic/racial personnel for selected positions; (8) total certified personnel and classroom teachers; (9) pupil membership and classroom teachers; (10) full-time equivalents by position; (11) certified personnel by district and ethnic/racial group; and (12) full-time equivalents of non-certified personnel. Three illustrations in graph form indicate trends relating to teachers. (SLD)

ED 349 327 TM 018 953

Scott, Leslie A.; Ingels, Steven J.
Transitions to High School; Instruction and Achievement: Findings from the NELS:88 First Follow-Up (1990) Student Survey.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Course Selection (Students); Educational Policy; Educational Practices; *Followup Studies; Grade 8; Grade 10; *High School Students; *Instructional Effectiveness; Mathematics Achievement; National Surveys; Research Design; Research Methodology; Secondary Education; Student Adjustment; Student Attitudes; Student Characteristics; *Student Promotion

ED 349 345 UD 028 650

The Power Hour of Homework Survey.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Black Students; *Elementary School Students; Elementary Secondary Education; Guidelines; Hispanic Americans; *Homework; Parent Attitudes; *Parent Participation; Parent Role; Program Implementation; *Secondary School Students; Statistical Data; *Student Attitudes

This booklet describes the Power Hour of Homework program for elementary school through secondary school students, including tips on implementing the program at home (i.e., checking homework, talking to the teacher, determining the correct amount of homework time for individual students) and survey responses to questions from parents and students. The Power Hour is approximately 1 hour set aside at a definite time each day during which a student is encouraged to work in a quiet place with parents motivating students but not giving too much help. The booklet offers a self-test with questions for students and parents. Large percentages of parents say they are informed about and review their children's homework regularly. Most parents set aside a specific time for homework review, think that their children's homework load is fair, and feel schools can improve. Parents usually understand their children's homework assignments. Parents have many suggestions about improving homework habits, and students have many suggestions about making homework more interesting. Each day, most younger students spend 0-2 hours on homework, and most older students spend 1-3 hours on homework. Most students do homework at home. Most younger students get homework help from parents. Most older students get homework help from parents or friends. Most students think homework assignments are challenging and worthwhile. Teachers encourage parents and students to practice the booklet's tips for making the school experience more rewarding. (JB)

ED 349 346 UD 028 732

The McKinney Act: A Program Guide.
PUB DATE- Mar 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Emergency Programs; Federal Aid; Federal Legislation; *Federal Programs; Health Programs; *Homeless People; Housing; Mental Health Programs; Nutrition; *Program Descriptions; Veterans; Vocational Education
IDENTIFIERS- Shelters; *Stewart B McKinney Homeless Assistance Act 1987

This publication is a guide to programs created by the Stewart B. McKinney Homeless Assistance Act of 1987. An opening section describes the McKinney Act itself and the agency that developed the guide. The bulk of the publication lists and describes 24 McKinney Act programs grouped under the following headings: (1)

appears to have a significant impact on several measures of motivation and on engaged and persistent effort in difficult academic work. The second finding is that both ethnic and gender differences may exist in the effects of social context influences on motivation. Included are 3 tables and 40 references. (JB)

ED 349 365 UD 028 857

Leonardos, Ana Cristina
At Risk Student Empowerment and the Development of Critical Thinking Skills in the Brazilian Public Schools.
PUB DATE- Apr 92
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). Dot matrix type may photocopy marginally.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Curriculum Evaluation; Disadvantaged Youth; Economically Disadvantaged; Educational Innovation; Ethnography; Foreign Countries; Grade 4; *High Risk Students; Instructional Effectiveness; Intermediate Grades; *Outcomes of Education; Public Schools; *Skill Development; *Thinking Skills; Urban Youth
IDENTIFIERS- *Brazil (Rio de Janeiro); *Empowerment

This study assessed the impact on student learning outcomes of the Integrated Center of Public Education (ICPE), an innovative program in Rio de Janeiro (Brazil) for at-risk students; and compared school educational programs of the ICPE and a regular public school serving the same low-income community and focusing on critical thinking competence through literacy skills. The curriculum and pedagogical practices of the ICPE school were progressive; those of the regular school were traditional. ICPE subject matter areas were integrated within the curriculum and teacher-student interactions were based on dialogs, discussions, and debates concerning themes presented by teachers. Subjects included 32 ICPE students and 33 regular school students. Literacy abilities were assessed through oral discussions of ideas and interpretations of texts and argumentative compositions. The assessment of student performance was done at the end of the literacy cycle in the fourth grade. Methods used included an ethnographic evaluation in both schools combining participant observation; interviews; documentary analysis; and the administration of three sets of criteria-referenced tests to assess students' critical thinking competence through writing, reading, and oral skills. The results of the testing process, school observation notes, and data from informal interviews with teachers were presented to the classes. Students from the ICPE performed significantly better than did students from the regular school in oral skills. Tests measuring writing and reading skills did not show any significant difference between the two schools. Included are 1 table and 10 references. (JB)

ED 349 366 UD 028 858

Weinholtz, Donn
Restructuring an Urban High School. Fastback 323.
PUB DATE- 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

for the teacher who is conducting classes through the communications link, together with guidelines and suggestions for planning use of the equipment, creating graphics, using the microphone, and appearing on camera (what to wear, how to proceed, and teaching tips). It is noted that a room coordinator is available to assist the teacher throughout the entire preparation and presentation of the lesson. (ALF)

ED 348 945 IR 015 601

Tykwinski, Joseph R.; Poulin, Russell C.
North Dakota Interactive Video Network: A Practical Guide to Teleconferencing and Distance Education.
PUB DATE- 91
NOTE- 68p.; Adapted from the Oregon Ed-Net Faculty Handbook, "Teaching from a Distance" (Jon Root et al.). Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Distance Education; Faculty Handbooks; Higher Education; *Interactive Video; *Multimedia Instruction; Production Techniques; Teaching Methods; *Telecommunications; *Teleconferencing
IDENTIFIERS- *Interactive Video Network ND; *North Dakota University System

North Dakota is one of the first states to create a statewide system--the Interactive Video Network (IVN)--that allows multiple video conferencing between two or more sites. In 1990-91, IVN connected 10 campuses and the State Capitol. IVN's purpose is to deliver quality postsecondary programs to students who would not otherwise have access to these services; improve the quality of offerings on each campus; and expand services with elementary, secondary and vocational education, state agencies, the private sector, and other states. This faculty handbook for using IVN is divided into six chapters: (1) Introduction to the North Dakota Interactive Video Network; (2) Classroom Layout and Equipment; (3) Personnel, Management, and Scheduling for IVN; (4) Adapting a Classroom Presentation Style to Interactive Video; (5) Overcoming the "Distance" in Distance Education and Maintaining an Appropriate Level of Interaction; and (6) Preparing and Presenting Visual Aids. It is noted that expansion of the system to serve state agencies, the public, and elementary and secondary schools is planned. A five-item bibliography and a glossary of terms are included. (ALF)

ED 348 946 IR 015 602

Selection and Challenge of Learning Resources.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

teachers teaching teachers about classroom applications of computers and software. Participants were given a computer attitude scale as a pretest and as a posttest 9 months later; a workshop evaluation; and a self-evaluation of teaching skills including computer use. The results of this study suggest that: (1) the CAS is a reliable instrument for measuring teachers' attitudes toward and impressions of the educational applications of computers; (2) the CAS can be used as a total score or separated into four related subscales; (3) pretest and posttest differences can be used as one indication of the effect of training in use of computers in schools; and (4) a pretest can be used to identify potential training emphases regarding teachers' attitudes about computers. Two tables display the data on item characteristics for each factor and differences between item responses from pretest to posttest. (ALF)

ED 348 964 IR 015 637

Stammen, Ronald M.; Richardson, Jolene
Desktop Video: Multi-Media on the NeXT Computer.
PUB DATE- 1 Apr 92
NOTE- 8p.; Paper presented at the International Rural and Small Schools Conference (Grand Forks, ND, March 30-April 1, 1992) in conjunction with a video prepared by the Division of Independent Study, North Dakota Department of Public Instruction. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Career Guidance; *Computer Networks; Course Descriptions; Desktop Publishing; Distance Education; *Electronic Mail; *Electronic Publishing; Elementary Secondary Education; *Information Networks; Information Technology; Interactive Video; Microcomputers; Pilot Projects; *Telecommunications; Writing (Composition)
IDENTIFIERS- *Multimedia Materials; *NeXT Computer; North Dakota

A new course, Independent Study Research and Writing via Telecommunications, is being developed by the Division of Independent Study (DIS) of the North Dakota Department of Public Instruction to teach telepublishing skills utilizing the NeXT telecommunicating (interpersonal computing) techniques, i.e., NeXT Mail. This multimedia electronic-mail application is capable of sending and receiving text, data files, sound, video, animations, images, facsimile, and graphics. The goals of this pilot project include: (1) providing students and teachers in participating schools with online support and assistance in developing educational resources; (2) using multimedia interpersonal computing to extend library services between school districts; (3) corresponding about classroom use of mathematics; (4) enhancing advanced writing and composition projects; (5) using the medium as a pilot project with the Talented and Gifted (TAG) resource center for distance education; and (6) developing an online career guidance service which utilizes state and national networks. This report discusses the technologies involved, the goals of the project and accomplishments to date, the various projects supporting and cooperating with TAG, and SENDIT, a computer-mediated communication network for North Dakota K-12 educators. Descriptions of cooperative activities between higher education and K-12 schools, projected uses of online systems through SENDIT, and the status of the project in its second year of classes. This paper investigated computer/modem college students' backgrounds, ages, interests, reasons for enrollment, grades, and course completion rates as compared to traditional students. In the study there were 167 students in 8 sections of computer/modem English and Marketing at Cuyahoga Community College, Cleveland, Ohio, for the spring, summer, fall, and winter 1990-92 quarters. Instruction was solely via computer/modem through an electronic bulletin board. Statistics on the 127 students who responded to the questionnaire revealed that neither distance from campus nor time of day influenced their interaction and instruction. The typical student was female, unmarried, and native born. A large number (41%) had a grade point average above 2.5. Most (56%) had successfully completed 20 quarter hours or more. A large group (43%) were in transfer programs, worked, and attended college part time. Many (46%) were non-white. The largest group (62%) accessed their computer/modem from home and had some prior computer experience. A copy of the questionnaire is provided and 17 tables display the data. (Contains 30 references.) (Author/ALF)

ED 348 983 IR 015 663

Bishop-Clark, Catherine
Field Independence and Programming Achievement: A Meta-Analysis.
PUB DATE- Jun 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Style; Correlation; Elementary Secondary Education; *Field Dependence Independence; Meta Analysis; Postsecondary Education; *Programing; Research Methodology

A meta-analysis is performed to determine if the cognitive style construct of field dependence/independence is related to achievement in computer programming. The studies for this meta-analysis came from three major sources: computer searches of the Educational Resources Information Center (ERIC), Psychological Abstracts, and Education Index databases; branching from bibliographies located through the computer searches; and manual searches through the last 10 years of the most relevant journals. Using the Pearson Product coefficient as the measure of effect size, 12 effect sizes from 10 studies are combined. The overall grand mean of the sample weighted effect size is .45. This suggests that there is a positive relationship between a student's degree of field independence and success in computer programming classes. Class level, programming language, and the test used to measure field independence did not significantly differentiate the correlations. Four tables and two figures display the data. The code sheet for field dependence/independence in computer programming is appended. (Contains 20 references.) (ALF)

ED 348 984 IR 015 664

Finding a Balance: Computer Software, Intellectual Property and the Challenge of Technological Change.
PUB DATE- May 92
NOTE- 236p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Copyrights; Economic Factors;

instructors and practitioners; visits to both large and small libraries; a survey of 50 state libraries; and an extensive review of the professional literature. Public libraries in Idaho were also surveyed and state legislation affecting libraries was reviewed. Recommendations based on the findings include: (1) tax regulations should be changed to permit more local control over tax revenues for library services; (2) public libraries need to tie their efforts more closely with local and statewide development programs; (3) cooperative arrangements and research sharing should be an integral part of any comprehensive service delivery package for local libraries; (4) a statewide policy assuring a minimum level of service to all should be adopted; (5) libraries should develop plans to market their services in their local communities; and (6) the role of the Idaho State Library should be expanded to heighten the general level of library skills among local library staff. Six appendices include tables of financial data and the results of the survey of state libraries; a review of the literature by Diane Moskow-McKenzie; a report on the survey of state libraries; a description of the Nebraska Information Network; and the questionnaire for the Idaho library survey. (KRN)

ED 349 002 IR 054 096

Young, Peter R.
The Great Balancing Act.
PUB DATE- Mar 91
NOTE- 17p.; Paper presented at the Annual Conference of Research Library Directors (9th, Columbus, OH, March 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Change Strategies; Competition; Computer Networks; Copyrights; *Fair Use (Copyrights); Higher Education; Intellectual Property; *Policy Formation; Public Policy; *Research Libraries; *Telecommunications
IDENTIFIERS- Global Markets

The issue of ownership of intellectual property is central to scholarly communication of expressed ideas. Our knowledge property arrangements are key to success in the competitive global markets of the 1990s. There is concern that recent social, technological, and economic changes in the scholarly communication system are affecting the balance between the creators and users of scholarship. This balance involves the "fair use" of copyrighted works for teaching, scholarship, and research activities. Different models for balancing the public good with incentives rewarding individual creativity include the development of an electronic network for scholarly communication; strengthening the role of intellectual property collectives; development of a public corporation to subsidize scholarly communications; and establishing new contractual rights agreements through intermediaries. (Author)

ED 349 003 IR 054 097

Young, Peter R.
Knowledge Communities and Information Network Policies.
PUB DATE- 11 Oct 91
NOTE- 19p.; Yuri Nakata Lecture delivered at the Library of the University of Illinois at Chicago (12th, Chicago, IL, October 11, 1991).

Instruction
IDENTIFIERS- Learning Environments; *National Engineering Education Delivery System; National Research and Education Network; National Science Foundation

The National Science Foundation (NSF) is providing funds for coalitions of engineering educational institutions to improve the quality of undergraduate engineering education. A hypothesis that is being tested is that people can learn better in environments that allow self-paced and/or collaborative learning. The main tools for providing this environment are incorporated in what will be known as the National Engineering Education Delivery System (NEEDS). The NEEDS concept includes a fully networked distributed multimedia database for storing, searching, and retrieving this information, electronic classrooms for learning and teaching with the information, and authoring studios where the information is massaged into modules for instruction. These tools are initially being developed for use by students and instructors in engineering education. They will eventually be used by instructors and students at the opposite ends of the education spectrum, K-12 and continuing education. These multimedia modules will consist of the full range of graphical materials (interactive software modules, video segments, pictures and graphics, outlines and text). The recent federal commitment to the National Research and Education Network (NREN) will provide the networked electronic infrastructure on which to build NEEDS and help accomplish a major node in the vision of a Digital Library System. This report focuses on the activities of the Synthesis Coalition, one of four coalitions of universities involved in different aspects of the overall project. (BBM)

ED 349 021 IR 054 129

Proceedings of FLICC Forums on Federal Information Policies. Combined Summaries of Proceedings of Access Is the Key (7th, Washington, D.C., March 20, 1990) and Building Information Superhighways: Supercomputing Networks and Libraries (8th, Washington, D.C., March 21, 1991).
PUB DATE- 91
NOTE- 100p.; For the proceedings of the fifth FLICC Forum, see ED 301 215.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; *Computer Networks; Federal Government; Futures (of Society); *Government Role; *Information Dissemination; Information Needs; *Public Policy; Scientific and Technical Information
IDENTIFIERS- *Information Policy; *National Research and Education Network

The proceedings for the 1990 forum provides both summaries of introductory and special remarks and 10 papers together with the full text of the following papers: (1) "The Changing Information Landscape: Opportunities for Better Management" (Jeff Bingaman); (2) "Managing Scientific and Technical Information in the 1990s" (D. Allan Bromley); (3) "Future Trends in Government Information Issues" (Prudence Adler); (4) "The Future of the GPO Depository Library Program: Issues and Strategies" (Charles R. McClure); (5) "Access to Government Information: A Canadian Perspective" (Brian Land); (6) "The Medical Community's Views on Open Access" (Gene A. Kallenberg); (7) "Public Needs for Federal Information" (Elliot L. Shelkrot); (8) "The States' View of Access Issues" (James A. Nelson); (9) "What Industry Expects from Federal Information

Program NY

The New York State Comptroller's Office (CO) performed a compliance review to detect specific errors or inconsistencies in the Borough of Manhattan Community College's (BMCC's) certifications of student eligibility for the state's Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP). The CO reviewed Higher Education Services Corporation (HESC) computer-generated data on BMCC for the academic years 1984-85 through 1988-89, and then discussed inconsistencies with BMCC staff. The CO determined that BMCC was overpaid $25,418 because the college incorrectly certified students as eligible for TAP and STAP awards, and must refund the overpayment plus applicable interest to the state of New York. Following a summary of the CO's findings, this report presents background information on BMCC, and on the TAP and STAP. Next, detailed results of the review are provided in two sections, the first headed "TAP and STAP Certifications Were Not in Compliance with Education Law," which summarizes five reason for a total of 72 disallowances; and the second headed "Students Receiving STAP after TAP Payments," which highlights a disagreement between BMCC and the CO regarding students' eligibility. An examination is then provided of three educational issues affecting student eligibility for state tuition (i.e., credit hour equivalents and compensatory hours, questionable college credits awarded, and multiple use of the "R" grade, allowing students to repeat remedial courses indefinitely), as well as other issues needing review. The report concludes with recommendations to the HESC and the New York state education department. (MAB)

ED 349 038 JC 920 405

Malan, Roland M.
Audit Report of Erie Community College. Report 92-S-46.
PUB DATE- 14 Aug 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audits (Verification); Budgets; *Categorical Aid; Community Colleges; *Compliance (Legal); Courses; Educational Finance; Educationally Disadvantaged; *Financial Audits; Full Time Equivalency; *Operating Expenses; *State Aid; Two Year Colleges
IDENTIFIERS- *Contract Course Aid; Erie Community College NY; New York

The New York State Comptroller's Office (CO) conducted an examination of state operating aid and contract course aid to Erie Community College (ECC) for fiscal years 1989-90 and 1990-91. The CO determined that ECC was liable to the state of New York for $6,312 of operating aid and $183,275 of contract course aid claimed and received in excess of the amounts due ECC. Following a summary of the CO's findings, this report presents background information on ECC. Next, detailed results of the audit are provided. First, a summary and background information is presented, including state definitions of and policies related to basic state aid, supplemental state aid, and contract course aid, and the audit adjustment. Next, a review of the CO's adjustments in ECC's claims for basic state aid examines the college's net operating costs, full time equivalent (FTE) students, and disadvantaged student aid. An overview is then provided of the CO's adjustment in ECC's supplemental state aid, in which it is claimed that the college claimed students who were not in attendance on or after the catalysts, Lewis and Clark Community College's (Illinois) strategic planning process, staff development activities and state audits, and college ethics. This issue also reviews key findings in the American Council on Education's "Campus Trends, 1991." Articles in the spring 1992 issue address the importance of board leadership in enhancing the quality of community colleges, new opportunities for colleges to promote community service, Miami-Dade Community College's (Florida) efforts to obtain additional funding from local taxpayers, drug education for educators, and the future role of community and technical college trustees. The summer 1992 issue features articles on faculty collective bargaining, the California Community College foundations' search for external resources, the University of Hawaii's partnership with the state's K-12 public education system to promote reform, the Supreme Court decision holding educational institutions liable for damages for sexual harassment of students, and the challenge of establishing college priorities in a time of fiscal austerity. The fall 1992 issue contains articles examining the need to make education free of gender, ethnic, racial, and economic stereotyping, building good working relationships between trustees and faculty, setting the compensation of community college chief executives, and the trustee emeritus policy adopted by Columbus State Community College. This issue concludes with a commentary on the North American Free Trade Agreement and the role of education. (MAB)

ED 349 055 JC 920 443

Rudmann, Jerry
An Evaluation of Several Early Alert Strategies for Helping First Semester Freshmen at the Community College and A Description of the Newly Developed Early Alert Retention System (EARS) Software.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 27 Aug 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Freshmen; *Computer Oriented Programs; Computer Software; Computer Uses in Education; Faculty Advisers; *High Risk Students; Intervention; Mentors; Program Development; Program Evaluation; *School Holding Power; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Early Alert Retention System; Irvine Valley College CA

An overview of the development and evaluation of an early alert procedure for identifying and assisting students experiencing academic difficulty at Irvine Valley College (IVC), in California, is provided in this report. The first section introduces IVC's new personal computer-based Early Alert Retention System (EARS) software, as well as the research conducted to evaluate the effectiveness of the project as it evolved. The next four sections present research summaries, providing a hypothesis, guiding questions, study methodology, detailed results, tables and charts, and conclusions for the following: (1) a pilot project of faculty mentoring for 160 students randomly selected from a pool of 800 new matriculants and collection of mid-semester alerts from faculty; (2) an evaluation of mid-semester early alerts using an experimental

(Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Reverse Transfer Students; *State University of New York

The results of the 22nd annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY) are presented in this report. Data on transfer students moving from two-year colleges to other two-year colleges, from senior institutions to two-year colleges, and from two-year colleges to senior institutions are provided. Following a brief introduction, detailed data tables are presented in the following sections: (1) institutional summary tables, which provide data on headcount enrollments and educational background of transfer students, both systemwide and by individual institution; (2) coordinating area summary tables; (3) distribution of transfer students by location and type of prior institution; (4) students who have transferred from other SUNY institutions; (5) students who have transferred from other New York institutions; (6) transfer students from outside New York State; (7) transfer trends pertaining to enrollment, associate degree, and institution types; (8) undergraduate admissions tables; and (9) associate degrees granted by SUNY two-year colleges. Report highlights indicate that a total of 32,187 transfer students enrolled in SUNY in fall 1991, an overall decline of 3% from the previous fall. The data also reveal a continuing shift away from senior institutions to two-year colleges, which enrolled 45% of SUNY transfer students in 1991. Appendixes provide a map of state university institutions, a chronology of dates of establishment of SUNY institutions, and a list of SUNY publications. (MAB)

ED 349 072 JC 920 463

Garcia, Anthony E.; Pacheco, John M.
A Student Outcomes Model for Community Colleges--Measuring Institutional Effectiveness.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented to the Annual Meeting of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (Chicago, IL, March 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Educational Mobility; *Followup Studies; *Institutional Mission; *Institutional Research; Models; Organizational Effectiveness; *Outcomes of Education; Participant Satisfaction; Research Methodology; School Surveys; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Santa Fe Community College NM

In 1986, Santa Fe Community College (SFCC), in New Mexico, developed the Student Outcomes Model (SOM), an approach to student outcomes assessment which focuses on institutional mission, the college's diverse clientele, and the varied enrollment goals of its students. Through a series of ongoing outcomes studies, the SOM seeks to: identify what the college should be teaching, measure the extent to which the college is actually doing so, and collect information to help the college better fulfill its mission. The SOM is viewed as an internally valued activity, rather than an externally imposed process. To maintain consistent faculty and staff support, the data collected are incorporated into faculty performance evaluations. Student outcomes studies at SFCC seek to identify those they undertake in school. Another EDP goal, as detailed in court orders, is to foster the district's recruitment of nonminority students. In 1991, a summative evaluation of the EDP was conducted, focusing on the six schools involved in the program in 1990-91. The evaluation covered: (1) enrollment and racial breakdowns for program participants; (2) a comparison of EDP participants with the schools' populations as a whole; (3) program implementation methods; (4) Iowa Tests of Basic Skills (ITBS) scores of participating and nonparticipating students; and (5) staff and parent perceptions of the program. EDP enrollment tended to mirror the proportion of minority to nonminority students, averaging 60% minority and 40% nonminority at all grade levels and schools. Site visits revealed great similarities in implementation, with all programs offering a mix of academic and enrichment activities. On the ITBS, EDP students scored above the national norm and above nonparticipating students at all grade levels. Both teachers and parents had generally high levels of satisfaction with the program. (AC)

ED 349 090   PS 020 619

Planning/Evaluation Report for 1990-91: New Horizons Program.
PUB DATE- Sep 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; Budgets; *Dropout Prevention; Economically Disadvantaged; *Educational Counseling; Financial Support; *High Risk Students; High School Students; Intermediate Grades; Middle Schools; Mission Statements; Potential Dropouts; Program Costs; Program Descriptions; Program Effectiveness; *Program Evaluation; Secondary Education; *Work Experience
IDENTIFIERS- Des Moines Public Schools IA; *New Horizons Program IA

The Des Moines Public Schools' New Horizons Program provides supportive services such as counseling, attendance monitoring, career-related instruction, and work experience to dropout-prone high school students and their families in order to improve students' school achievement and increase their graduation rate. Program services make it possible for students with low academic interest who are economically disadvantaged to attend consistently and stay in school. Work experience helps students see the connection between what they are asked to learn in school and the applications of that knowledge in the world of work. Program funding comes from a variety of sources, with 45% of the 1990 budget derived from sources outside the district. Most New Horizons students have consistently better attendance and lower dropout rates than other Des Moines Public School students. The program evaluation included in this document contains: (1) district and New Horizon Program mission statements; (2) a context evaluation focusing on policies, standards, regulations, program content, enrollment, student needs addressed by the program, goals, improvements in program effectiveness, and the use of committees; (3) an input evaluation including information on the program budget, sources of revenue, expenditures, and community resources, (4) a process evaluation containing goals and information on staff development efforts and management systems; (5) a product evaluation presenting data on outcomes; and (6) a section on future plans. (AC) are harmful to the child or to someone else. It is maintained that management of children's behavior involves: (1) creating an environment that encourages children's self-esteem; (2) getting children's attention; (3) using warnings and avoiding threats; (4) discussing children's inappropriate behaviors with them; (5) working together with other adults or teachers; and (6) explaining to children the consequences of their behavior. Listed are suggestions for promoting positive behavior in young children, short statements of praise for children, examples of external reinforcers of children's positive behavior, and alternative responses to lashing out at children. Appended materials include a child referral form used by the San Bernardino County Preschool Services Department and a child behavior checklist. (BC)

ED 349 109 PS 020 766

Gifford, M. S.
Issues on Teacher Certification in Kentucky.
PUB DATE- Apr 92
NOTE- 5p.; Paper presented at the Research Roundtable at the Association for Childhood Education International (Chicago, IL, April 22-25, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Preschool Teachers; State Legislation; State Standards; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990; Mixed Age Groups

This paper discusses three issues relating to teacher certification in Kentucky. These issues are: (1) certification of teachers who work with children under the age of 6 years; (2) preparation of teachers for primary education; and (3) alternative certification. The first issue raises questions of whether Kentucky should require certification for prekindergarten teachers and which early childhood personnel should be covered by the requirement for certification. The second issue results from the primary school program, which is newly mandated in Kentucky. This program includes developmentally appropriate practices, authentic assessment, and the use of multi-age and multi-ability classrooms. Required changes in certification and preparation of elementary teachers must be facilitated. The issue of alternative certification is addressed by the Kentucky Education Reform Act, which provides for state-approved teacher training programs in local school districts as alternatives to colleges' teacher preparation programs for nonteaching professionals. (BC)

ED 349 110 PS 020 768

Wright, David; And Others
The Development and Use of a Scale To Assess Developmentally Appropriate Primary Classroom Practices.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Drinking; *Drug Education; *Drug Use; Elementary School Students; Elementary Secondary Education; Prevention; Research and Development; *School Activities; School Community Relationship; Secondary School Students; *Social Problems; *Theory Practice Relationship
IDENTIFIERS- *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on drug use and drug use prevention is followed by an overview of the sixth program in the series, which covers the topic of preparing students for drug-free lifestyles. In this program, the first story describes the Omaha Public Schools' comprehensive and integrated strategies to prevent drug use in schools and the community. The second story illustrates the ways in which the Mt. Carmel, Illinois school district and the local community have collaborated to implement strategies for prevention of drug use. A series of follow-up activities relevant to the topic of drug use prevention is described. Additional materials include biographical information on videoconference participants, an extensive list of resources on drug use prevention, a glossary of terms, and a reference list of 23 items. (BC)

ED 349 128 PS 020 830

Preparing Students for Work in the 21st Century. Guidebook 7. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 51p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Practices; Educational Research; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Job Skills; Research and Development; School Community Relationship; *Technical Education; *Theory Practice Relationship; *Transitional Programs; Vocational Education
IDENTIFIERS- Self Efficacy Approach; *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program study were: (1) to assess citizens' satisfaction with the school districts' programs and services; (2) to indicate strengths and weaknesses in the school districts' programs and services; (3) to identify problems facing the school district; (4) to indicate citizens' willingness to support new programs; and (5) to suggest alternative practices. Registered voters were randomly selected from the five school districts to complete the survey instrument. Data were analyzed with an exploratory factor analysis procedure. The analysis resulted in 12 significant factors, including "liking school," "students' need to work hard," and "the importance of co-curricular activities." The findings suggest that citizens' opinions were similar across school districts. When local citizens are satisfied, they are satisfied about most programs and services. Conversely, when they are dissatisfied, they are dissatisfied about most programs and services. School districts need to continually ascertain public opinion concerning the district and to keep the community informed about available programs and services. In addition, properly polled information can be extremely useful in soliciting public support for school reform efforts. (LP)

ED 349 146 RC 018 795

Lopez, Linda C.
Mexican-American and Anglo-American Parental Involvement with a Public Elementary School.
PUB DATE- Mar 92
NOTE- 13p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Anglo Americans; Mail Surveys; *Mexican Americans; Parent Attitudes; Parent Influence; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Conferences; Primary Education; *Public Schools
IDENTIFIERS- New Mexico

Parents of children attending a K-3 elementary school in New Mexico were surveyed by mail to examine Mexican-American and Anglo-American parental involvement in the school. Of 264 parents contacted, 24 Anglo-Americans, 19 Mexican-Americans, 1 African-American, and 6 individuals who did not identify their ethnic affiliation completed a questionnaire. Data were reported only for Mexican-American and Anglo-American parents. Results indicate that Anglo-American parents rated their children above average significantly more frequently than did Mexican-American parents. The most frequent type of involvement in the school, reported by both Anglo-American and Mexican-American respondents with annual incomes over $10,000, was attending conferences with teachers. The second most frequent activity for these parents was attending school-sponsored events. The most popular activity for Mexican-American parents whose annual income was below $10,000 was participation in fund raising projects for the school. The most frequent types of involvement for Anglo-American parents with annual incomes below $10,000 were attending parent-teacher conferences and attending school-sponsored functions. The reasons for involvement differ between the two groups: Mexican-Americans get involved because their children wanted them to do so; whereas Anglo-Americans get involved because they "want to knowledge for each of the categories at the different grade levels are described. The fourth section consists of a more detailed discussion of students' achievement according the following five strands: number and operations, data analysis, geometry, measurement, and algebra. The final section presents conclusions and identifies four areas in which improvement is needed. The areas are: participation of women, implementation of the curriculum, teaching practices employed, and student outcomes. A "Highlights" section appears at the beginning of the document that identifies the questions addressed by the evaluation and a summary of the findings concerning students, teachers, students' achievement, and students' achievement on particular topics. Two appendices provide a description of the authors and several tables listing Review and Interpretation Panel members. (MDH)

ED 349 164 SE 052 951

Thiele, Rodney B.; Treagust, David F.
Using Analogies To Aid Understanding in Secondary Chemistry Education.
PUB DATE- Jul 91
NOTE- 14p.; Paper presented at the Royal Australian Chemical Institute Conference on Chemical Education (Perth, Western Australia, Australia, July 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Foreign Countries; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; *Textbooks
IDENTIFIERS- *Analogies; *Analogy; Australia

Analogies are believed to help students structure new knowledge and are considered to be especially useful for topics of an abstract or submicroscopic nature. Analogies, however, have also been identified as a factor in the students' misunderstanding of chemical concepts. This paper reports on the literature identifying the advantages and constraints of the use of analogies in chemistry education. The term "analogy" is defined and three types of analogies--verbal, picture, and personal--are described. Analogies are used in three major ways: to provide visualization of abstract concepts, to compare similarities of the students' real world with the new concepts, and to provide a motivational function. The following constraints of analogies are described: analog unfamiliarity, stages of cognitive development, and incorrect transfer of attributes. An examination of analogies found in textbooks currently used by Australian high school students is discussed with respect to these identified advantages and constraints. Results of the content analysis revealed that only 4.3 percent of the books had specific warnings or limitations on the use of analogies. Only 21 percent of the analogies presented included any statement identifying the strategy such as "an analogy," "analog," or "analogous." This study concludes that textbook authors may be underestimating the difficulties that students encounter when attempting analogical transfer. (Contains 15 references.) (PR)

ED 349 165 SE 052 959

50 Simple Things Kids Can Do To Save the Earth.
PUB DATE- 90

Elementary Education; *Elementary School Mathematics; Evaluation Methods; Higher Education; Instructional Materials; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education; *Problem Solving; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- Finite Mathematics; Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume II of the project's final report, describes the "Content Component" of the program. An introductory section provides the background and rationale for the project and a description of its four components. An overview of the content component is given followed by a description of M118, a required finite mathematics course for elementary education majors. The next section describes T104, a newly developed mathematics course for PSTs with problem solving and exploration at its core. Publications and presentations related to the content component and a description of related instructional products are provided. (MDH)

ED 349 182 SE 053 188

LeBlanc, John F.; And Others
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume III: Methods Component.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 92
NOTE- 34p.; For volumes I-V, see SE 053 186-190.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Diagnosis; Elementary Education; *Elementary School Mathematics; Elementary School Teachers; *Field Experience Programs; Higher Education; Instructional Materials; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; *Methods Courses; *Preservice Teacher Education; *Problem Solving; *Teacher Education Curriculum; Teaching Methods; Tutorial Programs; Tutoring

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume III of the project's 5-volume final report, describes the "Methods Component" of the project. The report is divided into four sections: an introductory section providing the background and rationale for the project and a description of its four components, and three sections describing respectively the early field experience associated with the mathematics methods course, the Math Tutorial Program designed to give volunteer PSTs the opportunity to gain additional experience with children while refining their teaching skills, and the design, construction, and utilization of the problem data bank developed for the course. Publications and presentations related to the methods component and a description of related instructional products are provided. (MDH)

ED 349 183 SE 053 189

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies/language usage at the third grade level. This particular sample involves a series of activities that require student responses, all concerned with the hypothetical arrival of a new student from Japan who will attend the student's school. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

ED 349 204 SO 022 285

Sample Tasks and Scoring Tools. Grade 5: Social Studies, Reading, Language Usage. 1992 Maryland School Performance Assessment Program.
PUB DATE- 92
NOTE- 16p.; For related documents, see SO 022 284-286.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Curriculum; Evaluation Criteria; Evaluation Methods; *Grade 5; Intermediate Grades; Language Arts; Learning Activities; *Reading Comprehension; *Social Studies; *State Programs; Student Educational Objectives; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Maryland School Performance Assessment Program

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the areas of social studies, reading, and language usage at the fifth grade level. This particular sample involves a series of activities that require student responses to a fact sheet about snowy regions in the United States and a story about "Making Snowmen." Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

ED 349 205 SO 022 286

Sample Tasks and Scoring Tools. Grade 8: Social Studies, Reading, Writing, Language Usage. 1992 Maryland School Performance Assessment Program.
PUB DATE- 92
NOTE- 26p.; For related documents, see SO 022 284-285.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; Evaluation Methods; *Grade 8; Junior High Schools; Language Arts; Learning Activities; *Reading Skills; Secondary School Curriculum; *Social Studies; *State Programs; Student Educational Objectives; *Student Evaluation; *Writing Skills
IDENTIFIERS- *Maryland School Performance Assessment Program

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear fledged educational institution, and focuses on how the museum may be seen as a site for the inquiries of educational researchers. For example, the museum provides a wide-ranging laboratory because the learning conditions are different from most school situations. A museum is a setting where learning is voluntary, self-paced, and exploratory. In such a setting researchers are enabled to understand more about what people pay attention to and why, and for how long. It also is argued that museums offer fresh perspectives for researchers to explore questions concerning curriculum, pedagogy, subject matter, and milieu. What researchers discover about the educational process that takes place in museums can help them to understand and shape school-based learning. (DB)

ED 349 227 SO 022 377

Rio Blanco: Land Use in a Highland Guatemalan Village. A Precollegiate Curriculum Unit: Grades 6-12. Revised.
PUB DATE- 87
NOTE- 38p.; Developed for the Latin America Project.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Foreign Countries; Geographic Concepts; *Geography Instruction; Global Approach; Intermediate Grades; *Land Use; *Rural Areas; Secondary Education; Social Studies; Teaching Methods; Units of Study
IDENTIFIERS- Global Education; *Guatemala

This unit, developed for grades 6-12, is designed to help students grasp what life is like in a highland village in Guatemala. It is intended that students develop skills in geography and begin to discuss such ideas as rural poverty, migration to urban centers, land distribution, and agricultural methods. The unit involves the use of a set of slides. English and Spanish versions of the slide script are included. (DB)

ED 349 228 SO 022 378

Contrasting Urban Lifestyles in Brazil. A Precollegiate Curriculum Unit: Grades Six-Twelve.
PUB DATE- 84
NOTE- 103p.; Developed by the Latin America Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Education; Foreign Countries; Foreign Culture; Geographic Concepts; Geography Instruction; Intermediate Grades; Learning Activities; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Brazil; Economic Concepts; Global Education

This unit, designed for use with students in grades 6-12, concerns the diverse and unifying forces that characterize life in Brazil's urban centers. Comprised of seven lessons and used with a set of slides, lesson 1, "Geography," distinguishes Brazil from other South American countries through an examination of the country's geographic features. Lesson 2, "Population," presents concepts of demography, population density, population growth, rural-urban population

ED 349 250 SO 022 489

Assault on Liberty: The Record of the Reagan-Bush Courts.
PUB DATE- 92
NOTE- 283p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; *Constitutional Law; *Court Role; Federal Government; Freedom of Speech; Government Role; *Judges; Law Related Education; *Presidents of the United States; Privacy; Racial Discrimination; Sex Discrimination
IDENTIFIERS- Bill of Rights; *Bush Administration; *Reagan Administration; United States Constitution

This report argues that fundamental constitutional liberties have undergone severe changes and continue to be threatened because of the changes in the federal judiciary that have been brought about by Presidents Ronald Reagan and George Bush. This judicial change has been effected through the appointment of judges with two qualities: first, a narrow interpretation of the fundamental liberties guaranteed by the Constitution and the Bill of Rights as well as the laws that guarantee those liberties; and second, a willingness to engage in judicial activism in order to reinterpret those constitutional and statutory provisions in a manner consistent with the narrower views. This report summarizes the impact the Reagan-Bush courts have had on four important individual liberties: the right to privacy; freedom from discrimination; freedom of expression; and freedom of religion. Four appendices presents detailed analyses of the Reagan-Bush record in each of these areas. Recommendations aimed at remedying this shift in the federal judiciary also are presented. (DB)

ED 349 251 SO 022 498

Clay, Phyllis L.
Achievement and Enrollment Evaluation of the Northeast Law and Public Service Magnet High School, 1990-1991.
PUB DATE- Aug 91
NOTE- 19p.; For other evaluation documents, see SO 022 368-371.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Community Involvement; *Enrollment; High Schools; Law Related Education; *Magnet Schools; Minority Group Children; Program Evaluation; Public Affairs Education; Public Service; School Community Relationship; Secondary School Curriculum; Test Results
IDENTIFIERS- *Kansas City Public Schools MO

This report presents the results of an achievement and enrollment study of the law and public service magnet program at the Northeast Law and Public Service Magnet High School (Kansas City, Missouri). Achievement test scores for students in the program were at or slightly above those of the district as a whole for the 1990-1991 year. It also was found that when ninth-grade law and public service cohorts were tracked through their years in the district, the gaps between minority and non-minority students in the program narrowed. Further, in the fall of 1990, the law and public service program reached 93% of capacity enrollment. One grade level met the goal of remaining at or below 60% minority enrollment in the fall of 1990. (DB)

A university faculty member and a retired elementary principal developed a practicum course for preservice students entering a 1-year post-baccalaureate program. The course included on-campus and in-school experiences. The two professionals met frequently to get to know one another, examine course requirements, and determine what unique knowledge and skills each had and what forums were best for them. They determined the most opportune times to direct students' thinking (during weekly reflective discussions following micro-teaching sessions in one of the schools and during the seminar segments of weekly counseling group sessions at the university). They kept journals, held periodic discussions, and soon discovered they had different expectations regarding students' skill levels and different ideas of the purpose, nature, and extent of dialogue. They learned the importance of considering individual reactions from each other's perspectives. Over time, they became more comfortable with each other's approaches and with student growth. There were concerns over their ability to apply professional knowledge properly, to help students reflect at progressively higher levels, and to help students benefit from the practicum, but the concerns were not overly restrictive. They believe their success was due to their similar views about the value of others and the purpose of education. Several principles related to separate dimensions of teaching directed their actions (reflection, socialization, and the ethic of caring). They believe other collaborative arrangements may fail without such conditions. (SM)

ED 349 270 SP 033 942

Dworet, Don
Preservice Teacher Education at Brock: The Administrative Concerns of a Collaborative Approach.
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; *Cooperative Planning; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; *Participative Decision Making; Practicums; Preservice Teacher Education; Student Teachers; Theory Practice Relationship
IDENTIFIERS- *Brock University (Canada); Ontario; Reflective Teaching; Reflective Thinking

This paper describes a 1-year post-baccalaureate program for preservice teachers at Brock University (Ontario, Canada). The program emphasizes the relationship between course content and what students see and practice during student teaching. There is strong collaboration among faculty, faculty associates, and students. All participants have an essential role. The paper describes coursework requirements which involve observation in public school classes and significant amounts of group discussion and collaborative planning. The program is based on the belief that for students to truly understand effective teaching, they must actively observe others teach, engage in dialogues about teaching, and reflect on their own teaching and that of others. Faculty members actively observe students during their practicum placements and meet with associates to discuss the students and the program. Associates model an rules); (2) Officiating Techniques and Mechanics (a summary of changes in techniques of officiating, techniques of officiating volleyball, court/game protocol, mechanics of officiating volleyball official hand signals, and instructions for use of the official volleyball scoresheet); (3) Study Questions; (4) NAGWS/ABO Services (sources of information and service, NAGWS Affiliated Boards of Officials, standards for officials' ratings in volleyball, national rating team program, and national training program); and (5) 1991 Championship Results. (LL)

ED 349 289 SP 034 024

Weiner, Lois
Preparing Teachers for a New Educational Paradigm: Lessons from the 1960's.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Ability; Academic Achievement; Change Agents; Educational Change; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Higher Education; *Internship Programs; *Models; Public Schools; Student Characteristics; *Teacher Education Programs; *Teacher Educator Education
IDENTIFIERS- Collaboration for Improvement of Teacher Educ; *Constituency Development; *Reform Efforts

A proposed paradigm for restructuring public schools has at least two essential components: (1) schools and school personnel must recognize the strengths that students bring to school and draw on these capacities to nurture achievement; and (2) schooling should be based on collaboration among its many constituencies, including school personnel, parents, students, citizens, and higher education faculty. Two federal government programs targeted to assist disadvantaged students in the 1960s, the National Teacher Corps and Trainers of Teacher Trainers (TTT) are cited. These projects utilized teacher preparation to reform education so that children not traditionally well served by public schools would succeed academically. The focus of the Teacher Corps was on providing an internship experience which would nurture the individual teacher's ability to prompt change within the public schools; TTT attempted to utilize schools of education to alter the relationships among teacher preparation's disparate constituencies. Analysis of the Teacher Corps and TTT allows for comparison of two different approaches to using teacher preparation to improve schooling, shows how government can institute projects which promote school reform, and demonstrates that lessons learned are applicable to teacher preparation and school reform in the 1990s across the socioeconomic spectrum. (LL)

ED 349 290 SP 034 026

Barger, Robert N.; Armel, Donald
Teacher Education Faculty and Computer Competency.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).

be short and precise; (2) ask only one question at a time; (3) avoid questions in which the answer is either given or implied; (4) be cognizant of interviewees' use of language (i.e., dialects, idioms, jargon, slang) and use language that is understandable and comfortable for your informants; and (5) avoid "why" questions since they tend to put informants on the defensive. The next section, "Another Look at Questioning: It's Not Just the Wording. It May Be the Questions Themselves," outlines strategies which depart from the typical researcher question and facilitate verbal participation of the informant. Some question alternatives are: (1) the declarative statement; (2) the reflective statement; (3) the declaration of perplexity; (4) the invitation to elaborate; and (5) deliberate silence, also called wait time. Four constructed interviews illustrate the practical suggestions offered while simultaneously telling the stories of four researchers and their experiences with qualitative interviewing. (LL)

ED 349 309   SP 034 063

Hougham, Pollidia
Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations.
PUB DATE- 92
NOTE- 85p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Observation Techniques; Cooperating Teachers; Elementary Education; Higher Education; *Questioning Techniques; Self Evaluation (Individuals); *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Improvement; *Thinking Skills; *Videotape Recordings
IDENTIFIERS- *Question Answer Reciprocity; *Question Types

The study reported here was conducted to improve student teachers' skills in asking questions capable of eliciting learner responses on a higher cognitive level. Participants, senior student teachers, were chosen randomly for video evaluations of their question asking strategies. Following video recording of lessons, the student teachers performed self-evaluations. Trained observers and college coordinators used an observation form which recognized the levels, types, and techniques of questions that senior student teachers were utilizing; data were collected after each observation; and feedback was provided. Results indicate that subsequent to video evaluation, student teachers' question asking skills improved in the following areas: skill in asking both low- and high-level questions; techniques when asking questions; and abilities to ask questions which would encourage higher level thinking. Appended are: a student teacher's needs assessment form (which includes concerns about questioning skills); an observation form; a supervising teacher's questionnaire; and an evaluation checklist. (Author/LL)

ED 349 310   SP 034 064

Huang, Shwu-yong Liou; Waxman, Hersholt C.
Stability of Teachers' Classroom Instruction across Classes and Time of Observation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

IDENTIFIERS- *National Education Longitudinal Study 1988; Student Surveys; *Transition Time

The longitudinal analysis population of the National Education Longitudinal Study of 1988 (NELS:88) is used to produce descriptive findings about the transition to high school of eighth grade students. An overview summarizes some of the policy issues of the study and sketches the research design and samples. First, longitudinal data are used to describe some basic transitions, specifically, the proportions of the sample who changed between public and private sectors between the 8th and 10th grades or who dropped out of school. Eighth graders' perceptions of the ease of transition are summarized. Second, taking mathematics as an example, cross-sectional data are used to describe 10th grade learning and achievement, student reports of course-taking and classroom practices and emphases are summarized, and both sociodemographic and instructional correlates of mathematics achievement are examined. These examples illustrate the use of the two principal analysis populations available through the first follow-up dataset, a representative sample of 8th graders followed 2 years later as 10th graders. Eleven tables and five figures present analysis data. Further information about the availability and release schedules for NELS:88 data files is provided in four appendixes. (Author/SLD)

ED 349 328 TM 018 958

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools: Statewide Profile of the Educational System.
PUB DATE- Feb 92
NOTE- 313p.; For a related document, see ED 303 548 and TM 018 307.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Finance; *Educational Trends; Elementary Secondary Education; Higher Education; *Outcomes of Education; Postsecondary Education; Profiles; School Districts; *School Statistics; Standardized Tests; State Programs; *State Surveys; Tables (Data)
IDENTIFIERS- *New York; Status Reports

This is the fourth annual report on New York State's schools written pursuant to legislation enacted in 1987. As in previous years, there is a bimodal curve of achievement, with students in affluent suburban areas doing better than those in concentrated pockets of poverty, particularly in cities. A statistical portrait of the elementary and secondary system is presented, using the most current available data. This volume displays information about public and non-public schools for the state as a whole and for five public school categories covering cities, the suburbs, and rural areas, and for two non-public school areas in New York City and elsewhere. Information is provided on: (1) enrollment trends; (2) resources; (3) participation rates in various programs; (4) student performance, including standardized test performance; (5) attendance and high school completion; and (6) postsecondary education and employment. The patterns of inequality of educational outcomes and the breadth of these inequalities between minority and non-minority children have not changed since this report was first published in 1988. Included are 91 figures and 100 tables of data about New York schools. (SLD) education and training programs; (2) emergency services and shelter; (3) health/mental health; (4) housing assistance; (5) miscellaneous; (6) nutrition; and (7) veterans. The descriptions summarize the programs' purposes, describe eligible applicants, and list the addresses and telephone numbers of contact persons. (JB)

ED 349 347 UD 028 796

Metropolitan Corporate Academy: An Alternative High School for Business/Finance and Public Services.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Business Education; *Dropout Prevention; Early Intervention; High Risk Students; *High Schools; *Institutional Cooperation; Minority Group Children; *Nontraditional Education; Potential Dropouts; Private Sector; Program Descriptions; Public Schools; Public Sector; *School Business Relationship; Urban Schools
IDENTIFIERS- Cities in Schools; *New York City Board of Education; *Public Services

This paper describes a proposed alternative public high school, the Metropolitan Corporate Academy, a joint project of private and public institutions including the New York City Public Schools and designed to serve at-risk students. An overview notes the high New York City dropout rate and the fragmented nature of most of the programs offered in the traditional school system. The proposed school would offer a program of early intervention, outcome-based curriculum, and assessment, designed as an environment committed to self-esteem and actualization of students and staff. Also discussed are the proposed goals of seeing that students assume roles in business, financial services, public services, and entrepreneurship with optimal experience-based education. A curriculum overview section describes the program that will include a full high school diploma sequence in the following series of learning strands: (1) experiential strand (career exploration and external learning projects); (2) in-house learning modules (designed as a result of a definition of student outcomes); and (3) resources recruited to augment the first two strands (a range of business, cultural, and health related resources and programs). Other sections describe the school's target population, the Cities-In-Schools support and enrichment model, a mission statement, and parental involvement goals. (JB)

ED 349 348 UD 028 827

Davies, Don
The League of Schools Reaching Out: A Progress Report on Collaborative National Research and Action Project about Family and Community Collaboration.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Educational Change; Educational Environment; *Educational Innovation; High Risk Students; *High Schools; Program Effectiveness; Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Cedar Rapids Community School District IA; Policy Implications; *Reform Efforts

This booklet challenges assumptions about the hopelessness of educational reform in urban high schools by presenting the stories of: (1) Theodore Sizer's Coalition of Essential Schools; and (2) Metro High School in Cedar Rapids (Iowa), a school that participates in the Coalition. Following an introduction, the Coalition of Essential Schools program is described, including a listing of nine common principles for the Coalition of Essential Schools and data on attendance, academic performance, discipline, and the pursuit of higher education; the success of Coalition schools is indicated. Another section describes the experiences, the students, the school climate, and the faculty of Metro High School, which joined the Coalition in 1985. A section on the school administrators describes what was originally supervision by three lead teachers and the current on-site principal who functions much as a lead teacher. A section on academics describes a curriculum that has focused on basic skills and practical electives with an increasing emphasis on accelerated academic coursework in recent years. Also described are Metro High School's "vocademics" program, which helps students explore career choices, and a report of data indicating positive outcomes at this school. A concluding section offers reflections on the Metro High School experience and final thoughts. Fourteen references are included. (JB)

ED 349 367 UD 028 859

Sebring, Penny A.; Camburn, Eric M.
A Profile of Eighth Graders in Catholic Schools. Based on the National Educational Longitudinal Study of 1988.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Catholic Schools; Comparative Analysis; Educational Experience; Equal Education; Excellence in Education; *Grade 8; Junior High Schools; *Junior High School Students; National Surveys; Parent Participation; *Profiles; Public Schools; School Demography; *Student Characteristics; Urban Schools
IDENTIFIERS- National Education Longitudinal Study 1988

This report constructs a profile of the 225,000 eighth graders attending Catholic schools in the United States in 1988 and compares them to eighth graders attending public schools. The analysis focused on themes of excellence and equity. Study data were taken from the National Education Longitudinal Study of 1988. The study design incorporated a clustered, stratified national probability sample of approximately 1,000 schools (approximately 800 public schools and 200 private schools), with an average of 25 students in each school participating. Following an introduction, chapter 1, "Catholic Schools and Their Eighth Grade Students," provides an overview of Catholic schools with eighth grades; compares them to public schools,

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Censorship; Cultural Pluralism; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; *Instructional Material Evaluation; *Media Selection; School Policy; Worksheets
IDENTIFIERS- *British Columbia

This guide is published by the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights in British Columbia for use in the schools. It is divided into three main sections: Part I--selection of learning resources on both the provincial and local levels; Part II--challenges to and complaints about recommended resources; Part III--appendices, which include an educational resource materials order schedule, evaluation forms used at the provincial level, a samples annotation, a sample local resource selection policy, Educational Resources Advisory Committee terms of reference, a complaint form for provincially authorized or recommended resources, and copyright information. An extensive learning resources evaluation guide is also appended. It contains in-depth evaluation forms; checklists; and evaluation criteria that take into account instructional and technical design, multicultural representation, and special needs of handicapped learners in learning resources. (ALF)

ED 348 947 IR 015 604

Morgan, Alistair
Whatever Happened to the Silent Scientific Revolution?--Research, Theory and Practice in Distance Education.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Critical Theory; *Distance Education; Educational Change; Educational Research; *Educational Technology; *Evaluation Methods; Foreign Countries; Higher Education; *Learning Theories; Phenomenology; *Qualitative Research; Research Design
IDENTIFIERS- Open University (Great Britain)

The point of departure for this article is the title of a book edited by David Fetterman, "Qualitative Approaches to Educational Evaluation--The Silent Scientific Revolution." This article addresses the question of how the shift to a qualitative, phenomenological approach has impinged on research and evaluation in distance education. Three issues that influence the style and approach of such research are identified: (1) the role and influence of educational technology with the assumptions which it embodies about the course design process and the relationship between research and practice; (2) the nature of the organization and the structures within which research and evaluation are conducted; and (3) the individual staff involved, their backgrounds, and their interests. The discussion then focuses on the role and influence of educational technology; qualitative-illuminative studies of learning and phenomenological approaches to research and evaluation; critical theory and action research; international perspectives in research on distance education; and developing programs for research and theory. It is concluded that, although the "silent revolution" identified by Fetterman has not really occurred in distance education, important initiatives are in progress with the development and development conclude the report. (Contains 13 references.) (ALF)

ED 348 965 IR 015 638

Emerging Telecommunications Technologies (Part 2). Hearing before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce on H.R. 1407, a Bill To Establish Procedures To Improve the Allocation and Assignment to the Electromagnetic Spectrum. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 9 Oct 91
NOTE- 125p.; Serial No. 102-94. For a related report, see ED 343 579.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Legislation; *Federal Regulation; Financial Policy; Hearings; *Public Policy; *Telecommunications
IDENTIFIERS- Congress 102nd

A discussion of H.R. 1407, a bill to establish procedures to improve the allocation and assignment to the electromagnetic spectrum centered on the current policy of allocating portions of the spectrum through lotteries and auction. This report includes a copy of the bill, the text of testimony presented and materials submitted for the record, and transcriptions of discussions at the hearing. Testimony was presented by: (1) Robert Clemons, on behalf of the National Telephone Cooperative Association; (2) James Dale Davidson, chairman of the National Taxpayers Union; (3) Robert A. Mosbacher, Secretary of the Department of Commerce; and (4) Lawrence Rick, on behalf of the Associated Public-Safety Communications Officers. Materials were submitted for the record by the Air Transport Association of America; the Association for Maximum Service Television; the Commerce Department (responses to subcommittee questions by Robert Mosbacher); the Federal Communications Commission (a statement by the chairman, Alfred C. Sikes); the Markle Foundation (a statement by Henry Geller, communications fellow); and the National Association of Broadcasters. (ALF)

ED 348 966 IR 015 642

Atwater, Jay
The Computers Unlimited Magnet Elementary Schools 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 49p.; For related reports, see IR 015 633-634.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Computer Assisted Instruction; *Computer Science Education; Critical Thinking; Elementary Education; *Enrollment Trends; Formative Evaluation; *Magnet Schools; Mastery Learning; Mathematics Achievement; Microcomputers; Problem Solving; Program Evaluation; Questionnaires; Reading Improvement; *School Desegregation; Standardized Tests; Surveys; Tables (Data)
IDENTIFIERS- Kansas City Public Schools MO

Two Computers Unlimited elementary magnet schools have completed their first year of operation as part of the Long-Range Magnet School Plan in the Kansas City School District. The curriculum for the Computers Unlimited theme emphasizes basic skills, problem solving, and critical thinking skills. This formative evaluation report addresses the questions of enrollment and

*Electronic Publishing; Federal Legislation; Federal Regulation; Foreign Countries; Government Role; Intellectual Property; International Programs; *Legal Problems; Patents; *Technological Advancement; Technology Transfer
IDENTIFIERS- Multimedia Materials; Trade Secrets

This report, prepared by the Office of Technological Assessment (OTA) in response to a request from the House Committee on the Judiciary, examines the rapid and complex technological changes and trends in computer software technologies and their possible effects on the nation's intellectual property system. The three policy issues identified are: (1) the appropriate scope of copyright protection for computer software; (2) patent protection for software-related inventions and algorithms and how the U.S. Patent and Trademark Office will handle these types of applications; and (3) complications facing libraries and commercial and private producers and users of digital information, including computer-based mixed media products. A summary of this report is published separately which contains information found in the first chapter of the complete report. The complete report is divided into six chapters: (1) Summary, Issues, and Options; (2) The Law (patents, copyright, and trade secret law); (3) The International Arena; (4) Software Technology and the Law; (5) Digital Information and Copyright (print and nonprint electronic publishing); and (6) Economics, Intellectual Property and Software. Three appendixes provide a review of selected computer hardware and software initiatives overseas; an analysis of the European Economic Community Treaty and its structure and function; and a list of workshop participants and reviewers. The names of the members of the Congressional Advisory Panel and the OTA project staff are also provided. (ALF)

ED 348 985 IR 015 665

Vest, Bette J.
Free Classroom Resources: Conducting a Successful Search.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Media; Elementary Education; Elementary School Science; *Instructional Materials; Integrated Curriculum; Multicultural Education; Pollution; Questionnaires; School Surveys; *Search Strategies; Social Studies; Units of Study
IDENTIFIERS- *Free Materials

Compiled to assist teachers in their quest for free and inexpensive educational materials, this report provides both a practical guide to aid in planning a research strategy and a compilation of resources available free or at low cost to teachers. Teachers in four Virginia elementary schools were surveyed to determine: (1) whether their school system provides all the resources they use in the classroom; (2) whether teachers themselves provide classroom resources either from their personal funds or through their efforts to obtain such resources; (3) whether teachers are comfortable conducting resource searches; and (4) the types of resources teachers provide for their classrooms. Numerous, comprehensive listings of free classroom resources were located, but there were few sources outlining research strategies and tools. To test the

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Computer Networks; Epistemology; Futures (of Society); Higher Education; Information Networks; Intellectual Property; Organizational Change; *Policy Formation; Privacy; Researchers; *Research Libraries; *Technological Advancement; *Values
IDENTIFIERS- Information Infrastructure

The growing convergence of research library functions with a knowledge network infrastructure is beginning to have a transforming influence on the conduct of university research and instruction. Computing and communication network technologies are forcing a re-examination of institutional missions, the policies that support knowledge transmission, research productivity, scholarly communication, academic creativity, intellectual property ownership, and the values supporting intellectual inquiry, quality, and advancement within the university. These structural shifts are occurring within a dynamic context of organizational change. Greater awareness of the influence of electronic machines on learning will present new structures for the education of tomorrow's students, who will encounter interactive multimedia technology in conjunction with more traditional textual resources. Faculty members will use computer and audiovisual technology together to create course materials mixing film, video, graphics, sound, and text. More research is being performed by teams of specialists, often working in collegial networks or co-laboratories, and research libraries are moving towards networked information systems and access to shared resources from diverse collection sources. Those involved in these changes must engage in a rigorous exploration of the impact on professional and institutional values so that the changing infrastructure will reflect the creative systems, established conventions, scholarly customs, and social structures required to perpetuate the values of the scholarly community into the next century. (KRN)

ED 349 004 IR 054 098

Young, Peter R.
Knowledge Network Values: Learning at Risk?
PUB DATE- 13 Nov 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the North Carolina Library Association (November 13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Networks; Democracy; *Freedom of Information; Freedom of Speech; *Learning; *Library Role; Privacy; Public Policy; *Social Values; *Technological Advancement

The boundaries between various information, entertainment, and communication fields are shifting. The edges between our library systems and communication networks are becoming increasingly fuzzy. These fuzzy edges affect concepts of education, learning, and knowledge. The existing library paradigm does not easily accommodate the new, fluid and dynamic knowledge networks. Librarians need to identify the structures that are essential for perpetuating the values of the learning community into the knowledge networks of the future. Greater

Providers" (Scott K. Kostenbauder); and (10) "Information Science and Changing Needs" (Deanna Marcum). The proceedings for the 1991 forum presents summaries of introductory and special remarks and 17 papers together with the full text of five of the papers: (1) "NREN and Other Information Networks: The Federal Role" (George E. Brown, Jr.); (2) "Future Directions for Federal Libraries and Information Centers" (Pamela Andre); (3) "Balancing the E and R in NREN: The Educational Imperative" (Richard M. Dougherty); (4) "Supporting the Modern Researcher" (Donald N. Langenberg); and (5) "Future Implications for the Profit and Not-For-Profit Sectors" (Allan H. Weiss). The papers at this forum addressed current initiatives and future prospects, key issues for national information networking, federal libraries and information providers--the core of the network information structure, the larger picture--future implications, and approaches and opportunities. The "Forum Call" and agenda are also provided for each of the forums. (BBM)

ED 349 022 IR 054 143

Quanbeck, Beth Marie, Comp.; Gilliland, Donna, Comp.
Microcomputers in School and Public Libraries: A Directory.
PUB DATE- 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cable Television; *Computer Software; Elementary Secondary Education; Information Technology; Learning Resources Centers; *Library Administration; Library Automation; Library Surveys; *Microcomputers; Online Catalogs; Online Searching; Online Systems; Optical Data Disks; *Public Libraries; Questionnaires; Rural Areas; *School Libraries; *Use Studies
IDENTIFIERS- South Dakota

Intended for use as a networking source for microcomputer users, this directory collates the results of a survey on microcomputer usage in school and public libraries in South Dakota that was conducted in the spring of 1990. Entries are divided by type of library. Subsections within the school section are a directory of libraries that report any usage of microcomputers for library management functions and libraries that are utilizing various cable and satellite news programs; an alphabetical list of hardware and software being used for library management functions; a directory of activities for which microcomputers are being utilized (arranged in alphabetical order by function, and then alphabetical order by name of school district or school name in the case of private or Bureau of Indian Affairs schools); a list of CD-ROM products and where they are in use; and a list of schools that are using the major cable and satellite news programs. The public library section is very similar, except that it does not include the list of cable/satellite locations. Accompanying graphs show the major functions for which microcomputers are used in the school and public libraries that participated in the survey. (KRN)

ED 349 023 IR 054 145

McClure, Charles R.; And Others
Feasibility of an International Standard on Library Performance Measures.
PUB DATE- 10 Apr 92
NOTE- 16p.
LANGUAGE- English

census date. Finally, the state's overpayment of $183,275 to ECC for contract course aid is addressed. Attachments include two exhibits, the first showing the settlement of ECC's state aid operating account and the second showing data on contract course aid; and supporting financial schedules on ECC's net allowable operating costs for basic state aid, FTE students, basic state aid rates, disadvantaged student aid, rental cost aid, supplemental state aid, and state aid payments for 1989-90 and 1990-91. (MAB)

ED 349 039 JC 920 415

Moyer, David F.
A Description of the Senior College Transfer Destinations of Lehigh County Community College Students from August, 1986 to July, 1991 with Mean Cumulative Grade Point Average Comparisons from 26 Transfer Institutions in Pennsylvania.
PUB DATE- 15 Jun 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Associate Degrees; *College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; *Grade Point Average; Grades (Scholastic); Higher Education; Outcomes of Education; *Program Effectiveness; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- Lehigh County Community College PA

In spring 1992, a study was conducted at Lehigh County Community College (LCCC), in Pennsylvania, to compare transfer students' mean cumulative grade point average (GPA) at LCCC with their GPA at 26 transfer institutions throughout the state. This investigation differed from two previous LCCC studies, conducted in 1985 and 1989, in that it utilized a more precise definition of a transfer student (i.e., a student with no collegiate experience prior to attending LCCC, who transferred with more than 15 units, and who had earned a minimum of 15 units at the new institution). Transcript release forms for 5 academic years, from 1986-87 through 1990-91, were used to track 610 students to the transfer institutions. Results of the study included the following: (1) generally, GPA's earned at LCCC were similar to those earned at the transfer institutions; (2) a slight improvement in GPA earned at the transfer institution was seen for students who had completed more credits at LCCC; (3) only 3% of the students in the sample had transferred with 15 LCCC credits, 16% with 16-29 credits, and 18% with 30-49 credits; (4) 63% of the students had completed at least 1.5 years at LCCC before transferring; (5) the mean LCCC GPA of all 610 students was 2.94, while the mean transfer GPA was 2.78; and (6) 52% of the students who had earned an associate degree, had also completed a baccalaureate degree, while only 11.4% of those who had transferred without an associate degree had earned a baccalaureate degree. Eleven data tables and 12 brief recommendations are provided. (MAB)

ED 349 040 JC 920 416

Hamilton, John M.
Impact of Georgia's College Preparatory Curriculum on Academic Success at Gainesville College.
PUB DATE- Aug 92
NOTE- 191p.
LANGUAGE- English

design which compared the performance of students who had been issued a letter of concern/support, those to whom letters requesting that they consult an "early advantage" advisor had been sent, and those not contacted; (3) early alert rosters issued to teachers of all first semester students; and (4) the effectiveness of College Student Inventory for predicting academic outcomes. A key finding presented in the second research summary is that full-time students receiving alert letters had the highest end-of-year retention (81.3%), while part-time students in both the advisor and letter groups had greater end-of-year retention than those not contacted. A detailed discussion of approaches to designing and implementing early alert processes conclude the report. An appendix includes a description of the EARS software, and samples of early alert forms, letters, and logs. (MAB)

ED 349 056 JC 920 444

Rudmann, Jerry
An Evaluation of a College Orientation Course.
PUB DATE- 27 Aug 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Career Counseling; Comparative Analysis; Course Evaluation; *Courses; Grade Point Average; School Counselors; *School Orientation; Student Attitudes; Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- Irvine Valley College CA

The first-semester orientation course at Irvine Valley College (IVC), in California, a non-required course taught by counselors, covers time management, study skills, academic policies, career and academic major exploration, and support services. In an effort to evaluate the effectiveness of the course, a study was conducted of the 1990 freshman cohort. The study population was divided into full-time and part-time students, and was further classified by orientation course status as successful students (those receiving letter grades of A, B, C, or Credit); unsuccessful students (D, F, Withdraw, NoCredit); and students who did not take the orientation course. Independent variables of the study included grade point average (GPA), course passrate, units earned, and return rate for spring and fall of 1991. In addition, a survey was administered toward the end of the semester asking students in the orientation course how sure they were of their college major and career goals at three points since applying to IVC. Study findings included the following: (1) successful course completers (SS) included 144 full-time and 56 part-time students, unsuccessful students included 26 full-time and 31 part-time students, while 87 full-time and 322 part-time students did not attend the course (NA); (2) both full- and part-time SS's had higher persistence rates through three semesters (59.7% and 39.3%, respectively) than full- and part-time NA's (34.5% and 27.3%, respectively); (3) differences in GPA's, units earned, and pass rates for SS's and NA's were not statistically significant; and (4) SS's reported much stronger career and academic goal focus by the end of the course. Data tables are included. (PAA)

ED 349 057 JC 920 445

Hopkins, Shannon; Kammer, Gregory

what students have learned, the applicability of the learning to their stated goals at the time of enrollment (e.g., success in transfer, success in job placement, employer satisfaction, etc.), and the students' assessment of the learning experience. Responsibility for conducting the outcomes studies rests with the departments, although research methods and tools are standardized by a special advisory committee. Outcomes assessments conducted by the college include studies examining the correlation between final exams and acquired competencies; licensure exams success rates studies; student opinion surveys; graduate and employer follow-up studies; college transfer rate studies; course success and completion rate studies; and semester withdrawal studies. Information is presented on the content of specific studies; sources of existing data; the relationship between outcomes areas and college mission; and the research methodology. (PAA)

ED 349 073 JC 920 464

Avens, Cynthia; Zelley, Richard
QUANTA: An Interdisciplinary Learning Community (Four Studies).
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; College Freshmen; Community Colleges; *English Instruction; Graduate Surveys; *Humanities Instruction; Intellectual Development; *Interdisciplinary Approach; Participant Satisfaction; *Psychology; Questionnaires; School Holding Power; Student Attitudes; *Thematic Approach; Two Year Colleges; Two Year College Students; *Unified Studies Curriculum
IDENTIFIERS- Daytona Beach Community College FL

QUANTA is a year-long interdisciplinary program at Daytona Beach Community College (Florida) that seeks to establish a learning community of students and teachers. Three courses (English, Pyschology, and Humanities) are integrated around a common theme each semester of the freshman year, and are taught using a collaborative teaching model. This collection of reports on the QUANTA learning community includes introductory background information and four research studies. The first study report summarizes an assessment of the intellectual development of members of the QUANTA class of 1989-90. The assessment utilized a measure based on Perry's scheme of cognitive development. This report indicates that the mean change in position on the Measure of Intellectual Development for QUANTA students (.20) in one semester was greater than the mean change for a normative sample (.18) after 4 years of college. The second study report provides QUANTA student retention data for fall 1985 (in which 69 students were enrolled) through winter 1991 (in which 67 students were enrolled), revealing that the mean retention rate was 92% for fall, and 94% for winter. The third study report summarizes findings of student evaluations of the QUANTA program from winter 1988 through winter 1992. In addition to providing verbatim responses to open-ended questions, the report presents tables of students' ratings of 10 aspects of the program by year. Finally, the fourth study report presents the findings of a survey of the attitudes of QUANTA alumni (n=55) toward the program. Data tables and survey instruments are included. (MAB)

ED 349 074 JC 920 465

ED 349 091 PS 020 621

DeBord, Karen; And Others
Training Needs of Family Child Care Providers: Seeking Alternatives.
PUB DATE- 90
NOTE- 11p.; Study was conducted as part of a grant funded by the Virginia Association for Adult and Continuing Education.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Child Caregivers; Early Childhood Education; *Educational Needs; *Family Day Care; Job Training; Needs Assessment; State Surveys
IDENTIFIERS- *Virginia

Licensed and unlicensed providers of child care in Virginia were asked about their training needs. Responses revealed that providers have little time for themselves and their families, and therefore, innovative training methods must be planned to deliver programs that will fit into their lifestyles. It was also found that new providers needed an initial understanding of the business aspects of family child care, and knowledge of children's needs, first aid, and cardiopulmonary resuscitation. More experienced providers needed updates on topics such as taxes, parent communication, solutions for problems, and networking. When providers initially began caring for children, they relied on their own parenting experiences, experience with babysitting, and work in church and youth programs. A total of 82 percent of these providers indicated that they wanted or needed additional training in child care and development. However, 67 percent indicated that they could not take part in such training, citing "no time to attend" as their primary reason. Although providers received their information about child care from written materials from community agencies and magazines, their first preferences for receiving information were by videotape and short-term workshops. Providers' most urgent needs were for "respect, support, and appreciation" from the community. (AC)

ED 349 092 PS 020 625

Fiene, Richard
Measuring Child Care Quality.
PUB DATE- Jun 92
NOTE- 16p.; Paper presented at the International Conference on Child Day Care Health: Science, Prevention and Practice (Atlanta, GA, June 15-17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Data Collection; *Day Care; Definitions; Early Childhood Education; *Educational Quality; Educational Research; *Evaluation Criteria; *Family Influence; Foreign Countries; Literature Reviews; *Program Evaluation

Child care quality is not a single dimension, but rather a multidimensional characteristic of programs that support the family in its child-rearing role and programs in which children thrive developmentally, socially, cognitively, physically, and emotionally. At the regulatory and accreditation level, approaches to quality focus on group size, adult-child ratios, and caregiver training and experience. Research has identified

DESCRIPTORS- *Classroom Environment; *Elementary School Teachers; Primary Education; *Questionnaires; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs; *Scale of Primary Classroom Practices

The Scale of Primary Classroom Practices (SPCP) is a short instrument which enables primary school teachers to observe and assess what goes on in their classrooms. The SPCP is divided into sections that describe teachers' and students' activities. A study of the SPCP has provided support for the reliability and construct validity of the scale. Teachers can use the SPCP to: (1) determine how developmentally appropriate their classroom practices are; (2) identify which developmentally appropriate practices are not found in their classrooms; (3) foster cooperative learning experiences in their classrooms; and (4) select practices to implement in their classrooms. A copy of the SPCP is appended. (BC)

ED 349 111 PS 020 770

Mitchell, Anne
Consumers and Child Care: An Annotated Bibliography. Annotated Bibliography III.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jun 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Child Development; *Consumer Economics; Consumer Education; *Day Care; Early Childhood Education; *Employed Parents; *Low Income Groups; *Parent Attitudes; Program Descriptions; Referral; Welfare Recipients; Welfare Services
IDENTIFIERS- Child Care Needs; Child Care Satisfaction; *Day Care Selection

This bibliography assembles a wide range of information on parental attitudes and behaviors that will help readers understand the needs of families, and especially low-income families, who use child care. Most of the books, reports, and journal articles described can be obtained from libraries. Topics addressed by these sources of information include: (1) the effects of parental employment on children; (2) resource and referral agencies; (3) parental choice of child care programs; (4) consumer issues; and (5) the special needs of low-income and welfare parents. Some of the books, reports, and articles report the results of studies and surveys of child care, and describe particular child care programs. The bibliography contains 44 titles. (BC)

ED 349 112 PS 020 775

Morgan, Gwen
Career Progression in Early Care and Education: A Discussion Paper.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Jan 91
NOTE- 9p.; Paper was also funded by the Harris Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on the transition from school to work is followed by an overview of the seventh program in the series, which covers the topic of preparing students to enter the work force. In this program, the first story describes the implementation of a program in Appleton, Wisconsin, which is designed to provide students with academic knowledge and technical skills to broaden their occupational options. The second story illustrates the use of the efficacy approach, a set of principles designed to develop confidence and a work ethic in individuals. This story shows the implementation of these principles in schools in Detroit, and a training session in Chicago for volunteers who use the efficacy approach to help students. A series of follow-up activities relevant to the topic of preparing students to enter the work force is described. Additional materials include biographical information on videoconference participants, a list of resources on school-to-work transition, a glossary of terms, and a reference list of 38 items. (BC)

ED 349 129 PS 020 831

Integrating Community Services. Guidebook 8. Schools That Work: The Research Advantage.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 55p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-830.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Programs; *Coordination; Elementary Secondary Education; Program Evaluation; School Readiness; *Social Services
IDENTIFIERS- *Integrated Services; *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on collaboration among social service agencies is followed by an overview of the eighth program in the series, which covers the topic of integrating community services. The first story in the program describes interagency collaborative efforts in Fulton County, Kentucky. The second story describes an interagency help." This study suggests that school personnel should encourage parental involvement since it is associated with improved student achievement. (LP)

ED 349 147 RC 018 802

Benson, Delwin E.; Manning, Jan
Learning Objectives for Shooting Sports Instruction. 554A: Using Measurable Criteria To Evaluate Performance.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Aug 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Basic Skills; *Behavioral Objectives; Curriculum Guides; Elementary Secondary Education; *Outdoor Activities; Outdoor Education; *Safety
IDENTIFIERS- *Shooting Sports

This publication contains objectives that range from basic shooting sports safety and proficiency to more specialized activities. They can be applied to hunter safety education, 4-H shooting sports, scouting, and club or community activities for youth or adults. The specific learning objectives in each list have been grouped into learning priorities. Where applicable, safety is the first priority, followed by basic skills and knowledge, advanced skills and knowledge, and master skills and knowledge. The publication is organized into lists of objectives for each of the following subjects: (1) archery; (2) black powder; (3) decoy carving; (4) gunsmithing; (5) handgun; (6) hunting; (7) hunting dogs; (8) reloading; (9) rifle/airgun; (10) shotgun; (11) taxidermy; and (12) wildlife photography. Each list contains from 19-43 objectives and includes an instructor reference. Directions are given for instructors to add their own objectives to the lists. The document contains illustrations. (KS)

ED 349 148 RC 018 806

Cornell, George, Ed.
American Indian Education in the Chicago Public Schools: A Review and Analysis of Relevant Data and Issues.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *American Indian Education; American Indian History; *American Indians; *Data Collection; *Dropout Rate; Elementary Secondary Education; *High Risk Students
IDENTIFIERS- Anonymity; *Chicago Public Schools IL

Chicago American Indian students are not experiencing an effective education in the public school system. Over the centuries, educating American Indians has been ineffectively handled by missionaries, federal institutions, and public schools. American Indian students are educated in public schools, Catholic schools, or in special programs such as the

NOTE- 159p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advocacy; *Citizen Participation; Community Action; *Conservation (Environment); Consumer Education; Elementary Education; Environmental Education; Investigations; Learning Activities; Letters (Correspondence); Life Style; Physical Environment; Solid Wastes; Water Pollution; Water Quality; *World Problems
IDENTIFIERS- *Environmental Action; Environmental Concepts; Environmental Issues; *Environmental Protection

This book explains how specific objects in a child's environment are connected to the rest of the world; how using them affects the planet; and how the individual can develop positive habits through projects that are environmentally sound. The book is written for children. The material includes experiments, facts, and activities divided into eight topical sections: (1) ecological issues; (2) recycling; (3) water resourcs; (4) animal protection; (5) plants; (6) energy; (7) communication and action; and (8) ecological experiments. The first section follows a general format that includes the introduction of an environmental issue, some causes and consequences, and problem management techniques for children. Issues introduced in this way include acid rain, air pollution, disappearing animals, garbage, greenhouse effect, ozone hole, and water pollution. The activities in sections 2 through 7 follow a general format beginning with a quiz question and followed by a collection of facts, actions children can take, and extension activities or suggestions that often include addresses of organizations, or a bibliography for additional information. The last section contains a series of ecological investigations and activities pertaining to biodegradation, groundwater, smog, acid rain, junk food, values clarification, and papermaking. (6 references) (MCO)

ED 349 166 SE 052 960

50 Simple Things You Can Do To Save The Earth.
PUB DATE- 89
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Advocacy; *Citizen Participation; Community Action; *Conservation (Environment); *Consumer Education; Environmental Education; *Learning Activities; Life Style; Natural Resources; Physical Environment; Reference Materials; Solid Wastes; Water Quality; World Problems
IDENTIFIERS- *Environmental Action; Environmental Concepts; Environmental Issues; *Environmental Protection

This book presents a collection of ways for individuals and groups to combat specific environmental problems. It is divided into four sections. The first section provides a brief overview of environmental issues including the greenhouse effect, air pollution, ozone depletion, acid rain, extinction, groundwater pollution, solid waste, and energy and water conservation. The second section describes simple projects that facilitate the integration of an environmental consciousness into lifestyle choices cited as requiring the least amount of effort. Topics deal with junk mail, detergents, faucets, water heaters, paint, automobile tires, refrigerators, water conservation, gasoline,

Gorman, Jacqueline; And Others
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume IV: School Component.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 92
NOTE- 54p.; For volumes I-V, see SE 053 186-190.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affiliated Schools; *College School Cooperation; Educational Innovation; Elementary Education; Elementary School Mathematics; Elementary School Teachers; *Field Experience Programs; Higher Education; *Inservice Teacher Education; Instructional Materials; Mathematics Education; *Mathematics Instruction; Preservice Teacher Education; *Problem Solving; Resource Materials; Teaching Methods; Videotape Recordings

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, volume VI of the project's 5-volume final report, describes the "School Component" of the project. The "School Component" addresses project goals 3 and 4. The report is divided into eight sections. An introductory section includes the background and rationale for the project and a description of its four components. An overview of the school component and a profile of the elementary school chosen as the site are provided next, and subsequent sections describe interventions undertaken at the school to create a problem-solving atmosphere, teacher resource books and videotapes developed for instruction, immediate and long-term impact of the project on the school, and insights into the inservice process. Publications and presentations related to the school component and a description of related instructional products are provided. (MDH)

ED 349 184 SE 053 190

Kloosterman, Peter; And Others
Preparing Elementary Teachers to Teach Mathematics: A Problem-solving Approach. Final Report. Volume V: Research and Evaluation Component.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 92
NOTE- 166p.; For volumes I-IV, see SE 053 186-189.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; College School Cooperation; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Field Experience Programs; Higher Education; Instructional Materials; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Mathematics Tests; *Preservice Teacher Education; *Problem Solving; Program Evaluation; Questionnaires; Student Attitudes; Teacher Attitudes; Teaching Methods; *Test Construction
IDENTIFIERS- Subject Content Knowledge

The "Preparing Elementary Teachers to Teach Mathematics (PETTM) Project" (1988-1991) was a cooperative university/school effort to improve the teaching of mathematics by elementary teachers on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies and language usage at the eighth grade level. This particular sample involves a series of activities that require student responses to materials concerning the concept of basic needs and ways groups meet those needs. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

ED 349 206 SO 022 287

Social Studies: Elementary Course of Study.
PUB DATE- Feb 88
NOTE- 58p.; For a related document, see SO 022 288.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Educational Objectives; Elementary Education; *Elementary School Curriculum; *Social Studies; State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Idaho

The purpose of this course of study guide is to delineate content requirements needed to satisfy K-9 proficiency expectations in social studies for the state of Idaho. Local school districts are given the task of producing instructional guides based on this course of study. For each grade, K-6, a course description is outlined and critical components are identified. For each critical component, a goal and objectives for meeting that goal are described. A sample of the critical components for third grade are geography, history, economics, sociology/anthropology, government/citizenship, and science/technology. For grades 7-9, an informational outline is supplied for courses in world geography (eastern hemisphere), history of western civilization, and U.S. history. (DB)

ED 349 207 SO 022 288

Social Studies: Secondary Course of Study.
PUB DATE- 88
NOTE- 27p.; For a related document, see SO 022 287.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Economics Education; Educational Objectives; Secondary Education; *Secondary School Curriculum; *Social Studies; State Curriculum Guides; Student Educational Objectives; *United States Government (Course); *United States History
IDENTIFIERS- *Idaho

This course of study guide describes the social studies curriculum to be offered by Idaho schools for secondary students. The guide puts forth content requirements that local school districts need to meet. The following courses are covered: United States history, American government, and distribution, and migration. Lesson 3, "History," teaches students about important dates and events during the three major periods in Brazilian history: the Colony, the Empire, and the Republic. Lesson 4, "People of Brazil," presents the concepts of ethnic diversity and race mixture as important themes for understanding Brazil. Lesson 5, "Distribution of National Wealth," defines economic terms and presents two activities that illustrate the uneven distribution of the gross national product (GNP) in Brazil and the difference between real and per capita incomes. Lesson 6, "Urban Contrasts," draws on concepts from previous lessons, such as: class distinctions, industrialization, geography and climate, migration, and ethnic and racial diversity to explain different styles of city life. Finally, lesson 7, "Culture," presents studies and discussion questions on Brazilian culture and the forces that create nationalism, such as: family, politics, religion, carnival, soccer, art, music, literature, television and film, the press and radio, and food. A glossary, a bibliography, and two appendices (recipes for Brazilian "Doces" (sweets) and Brazilian literature in translation and other recommended reading) are included. (DB)

ED 349 229 SO 022 382

Demystifying the Chinese Language. Revised.
PUB DATE- 88
NOTE- 106p.; For the 1980 edition, see ED 201 175. The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Chinese; *Chinese Culture; *Cultural Activities; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Multicultural Education; Social Studies; Units of Study
IDENTIFIERS- *China; Global Education

This document is a revised version of a teaching unit originally published in 1980 and designed to familiarize both elementary and secondary students with the Chinese language and thus lessen the strangeness often attached to it. The goal is not that students "learn Chinese;" rather the hope is that, through a series of exercises that actively involve students with written Chinese, students will engage in a process of demystifying the Chinese language so that they can begin to view it simply as a system of written communication different from, but equally plausible as, those of Indo-European origin. No prior knowledge about Chinese is required of either the teacher or students to use this unit. The unit is appropriate for many areas of the curriculum; for example, social studies courses in which China is studied, multicultural studies courses, specialized coursework on communication, sociology, or linguistics, or in conjunction with the language arts curriculum. It is particularly appropriate for use as a comparative study in courses in world history/cultures or in U.S. history/culture. The unit is organized into a six-day format. All necessary instructional materials to teach the unit are provided, including 13 handouts, the first of which consists of a set of "flashcards" showing selected characters. The following appendices also are included: (1) a paper on "The Chinese Language"; (2) a paper on "Language Reform in the People's Republic of China"; (3) a reprint of simplified Chinese characters; and (4) a chart showing Pinyin

ED 349 252 SO 022 544

Leone, Robert A.
American Education in Fluxion and the Possibility of a Teaching Profession.
PUB DATE- 91
NOTE- 22p.; Versions of this paper were presented at the Annual Meeting of the Middle Atlantic States Philosophy of Education Society, and the Annual Meeting of the Midwest Philosophy of Education Society (1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Philosophy; Educational Principles; *Educational Sociology; Elementary Secondary Education; *Foundations of Education; Teacher Education; *Teaching (Occupation)

The inability of teaching to rise to the status of a profession is due to a state of flux in which education, teaching, and teacher education finds itself. Five factors have created a fluxion in teacher education. First, the different institutions in which teacher education has been housed (normal schools, teachers colleges, university based schools of education) have critical inconsistent expectations for teacher education. Second, teacher educators historically have set up an ideal of professional education for themselves (the medical school ideal) that they have not succeeded in emulating. Third, the establishment of graduate schools of education has created a new profession of education leadership with goals that are incompatible with the teaching profession. Fourth, educators have failed to establish a discipline of pedagogy that can serve as the basis for the professional authority of teachers. Finally, the public does not perceive educators as producing results that justify the granting of professional authority to them. An outline of this paper and biographical information about the author are included in an appendix. (DB)

ED 349 253 SO 022 547

Dobbs, Stephen Mark
The DBAE Handbook: An Overview of Discipline-Based Art Education.
PUB DATE- 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Curriculum Development; *Educational Resources; Educational Theories; Elementary Secondary Education; Instructional Development; Teaching Methods
IDENTIFIERS- *Discipline Based Art Education

Discipline-based art education (DBAE) is an approach to art education that draws upon four art disciplines: art production, art history, art criticism, and aesthetics. This handbook is designed to help art specialists and supervisors, classroom teachers, teacher educators, museum educators, and school administrators to understand and implement DBAE. The handbook is organized into nine sections, beginning with an introduction. Section 2 offers a general definition and rationale for the inclusion of DBAE art curricula in the activity-based, student-centered program. Brock employs retired personnel who have demonstrated successful teaching and part-time individuals recognized by their boards as leaders in instructional delivery. They obtain full-time teachers by reimbursing boards for substitute teachers required for the time the teachers spend in direct involvement with the program. The program requires collaboration between faculty, students, and the field and a good understanding of each other's roles. From an administrative perspective, the collaboration can be labor intensive, time consuming, and frustrating, but Brock University has largely overcome the problems. (SM)

ED 349 271 SP 033 945

Denton, Jon; And Others
Evaluating a Content-Focused Model of Teacher Preparation Via: Classroom Observations, Student Perceptions and Student Performance.
PUB DATE- Apr 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College School Cooperation; Decision Making; Graduate Study; Higher Education; *Knowledge Level; Mathematics Teachers; Preservice Teacher Education; *Program Effectiveness; Science Teachers; Secondary Education; Student Evaluation of Teacher Performance; *Student Teacher Evaluation; *Teacher Effectiveness
IDENTIFIERS- *Teacher Knowledge; Texas

A university and participating school districts cooperatively developed a 15-month graduate program to certify secondary mathematics and science teachers. A study of the program's instructional model examined three areas: whether knowledge of instructional variables related to occurrence of the variables during classroom instruction by teaching candidates; whether occurrence of instructional variables remained stable over the year; and whether teaching performance data from supervisors and students of the candidates related to achievement on curriculum referenced tests. The model of instruction emphasized the selection and ordering of content to be taught, describing instruction as a series of recurring processes requiring six decision skills. Study data came from videotapes of class sessions, grading records, and four instruments: the Student Perceptions of Teaching Effectiveness; the Observation Record Evaluation Record-Texas Teacher Appraisal System; the Classroom Observation System; and a Physical Science Test (for students of the interns). Teacher candidates demonstrating the greatest knowledge performed less well for maximizing time for instruction, managing student behavior, and maintaining a supportive classroom environment than candidates demonstrating less knowledge. Instructional skills that were directly addressed in a methods and theory course correlated with candidate pedagogical knowledge over the year. Teaching skill ratings of the candidates by supervisors and students were linked to student achievement values. (SM)

ED 349 272 SP 033 946

Savitz, Fred
Partners in Learning: The Division of Education and Elementary

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Faculty Development; Higher Education; Inservice Education; Local Area Networks; Schools of Education; *Teacher Educators; Teacher Workshops; Tutorial Programs
IDENTIFIERS- *Eastern Illinois University

A project was introduced in the College of Education at Eastern Illinois University to assist faculty, through inservice training, to become more knowledgeable about computer applications and limitations. Practical needs of faculty included word processing, statistical analysis, database manipulation, electronic mail, file transfers, file management, and operating systems, all available through packages on personal and/or mainframe computers. The activities included: (1) establishment of a standing committee with one faculty member appointed from each of the major academic units of the university; (2) dialogues with respect to computer needs and available resources; (3) workshops presenting information on the use of electronic mail and electronic bulletin boards; (4) tutoring of individual faculty members to improve their ability to use computers and to deal with problems and questions in "hands-on" computer sessions; and (5) liaison work with the university administration and computer services. In its second year of operation, the program has been judged a success. Reactions of College of Education faculty have been positive; faculty members have participated in the workshops and have increased their use of computing time and resources. A diagram of Eastern Illinois' local area network is attached. (LL)

ED 349 291 SP 034 028

Hart, Shannon P.; Marshall, J. Dan
The Question of Teacher Professionalism.
PUB DATE- Jul 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Codes of Ethics; Elementary Secondary Education; Higher Education; Literature Reviews; Professional Autonomy; *Professional Occupations; Student Teaching; *Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- Historical Background; Knowledge Base for Teaching; *Professionalization of Teaching; *Professional Orientation

This paper synthesizes literature on the topic of professions in general and the teaching profession in particular. The paper is organized into three sections. The first section emphasizes the history and fundamental aspects of professions in the United States. The second section looks specifically at the teaching profession, using fundamental aspects of professions as a framework (body of knowledge, ideal of service, autonomy, ethical codes, and a distinctive culture). The third section focuses on how these aspects might be incorporated into programs seeking to promote teacher professionalism, describes what the fundamental aspects of professionalism might look like in a program designed to emphasize them, and includes examples of teacher behaviors one might look for as evidence that new teachers have internalized the characteristics of a professional. Findings suggest that programs seeking to advance professionalism in teaching must address each of the fundamental aspects of professionalism, aspects which must then

24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Interaction Process Analysis; Intermediate Grades; Junior High Schools; *Learning Processes; *Mathematics Teachers; Middle Schools; *Outcomes of Education; *Teacher Behavior; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Behavioral Stability

The stability of teacher behavior has been one of the most important areas of process-product research. This study was designed to investigate teacher stability in the context of math instruction across classes and times of observation in order to assess the relationship between teaching styles and student learning outcomes. Specifically the study examines: the setting, purpose, and nature of the classroom interactions of a group of middle school mathematics teachers; the stability of mathematics teachers' instructions across classes and time of observations; and the consistency of teacher instruction over a period of time. Subjects (N=62) were mathematics teachers from 5 middle schools in a metropolitan school district in the Central South who taught at a single grade level (grade 6, 7, or 8) during the observed school year. Data were collected through use of the Teacher Roles Observation Schedule (TROS) which documents observed teacher behaviors in the context of ongoing classroom instructional-learning processes. Results offer the following insights into the classroom process: (1) interactions with students were mostly instructional, sometimes managerial; (2) explaining, questioning, and commenting to the whole class were frequently utilized; (3) the task's process was emphasized more than the product; and (4) classrooms became more active over time as teachers and students came to know each other better. It was also found that teacher stability decreased over the long term, and that teachers directed classroom instruction with considerable flexibility. (LL)

ED 349 311 SP 034 081

Buechler, Mark; And Others
Alternative Teacher Certification. Policy Briefs No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alternative Teacher Certification; Educational Environment; Educational Objectives; *Educational Policy; Educational Trends; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *State Programs; State Standards; Teacher Recruitment
IDENTIFIERS- *Urban Teacher Preparation Program

Supporters of alternative certification (AC) claim these programs can help to recruit minority and male teachers and to attract talented individuals with subject-area expertise in areas such as math, science, and foreign languages. Opponents claim that AC can undermine teacher professionalism and that it does and that it does not provide the pedagogical skills taught in traditional teacher preparation programs. Alternative certification programs vary in intent and format, but they

ED 349 329 TM 018 959

Snapshot '91: 1990-91 School District Profiles.
PUB DATE- 92
NOTE- 597p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Educational Finance; *Educational Trends; Elementary Secondary Education; *Profiles; *Public Schools; Rural Schools; School Administration; *School Districts; School District Spending; School Statistics; State Surveys; Tables (Data); Urban Schools
IDENTIFIERS- *Texas

A general overview of information related to Texas schools is presented for the 1990-91 school year. The document begins with an examination of state level statistical data and concludes with detailed information about each school district. The state level statistical highlights section discusses administrative units, students, student performance, district staff, and finances for the current year and historical trends. The detailed statistics section provides extensive school district level information on the same areas, divided into 3 parts: (1) 91 data items summarized by groups of school districts characterized by size, rural versus urban classification, property wealth per student, tax effort, and Education Service Center region; (2) tables showing the value of each item at various percentiles of school districts; and (3) values of all data items for each school district. Twenty-five exhibits in the statistical highlights and extensive school district tables present the information and make up the bulk of the report. Appendixes list the data sources, clarify items not addressed elsewhere, and list the districts in alphabetical order. (SLD)

ED 349 330 TM 018 960

Hearne, Jill; Schuman, Steven
Portfolio Assessment: Implementation and Use at an Elementary Level.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Elementary Education; Elementary School Students; Elementary School Teachers; Evaluation Methods; *Portfolios (Background Materials); Questionnaires; Research Utilization; School Demography; Student Adjustment; *Student Evaluation; *Teacher Role
IDENTIFIERS- *Performance Based Evaluation; *Washington

Exploratory work in the implementation of a portfolio assessment system at an elementary school in Washington State is described. The effectiveness of the assessment strategy is examined in relation to: (1) teacher implementation levels; (2) student demographic variables; and (3) teacher ratings of students' academic and social adjustment levels plus portfolio use. Students (N=324) in grades 1 through 5 completed a year-long task of selecting writing and mathematics work samples for their portfolios. Structured and free response measures of self-reflection were gathered on the portfolios' contents. The district's records provided student demographic information. Students were tested using the Iowa Tests of Basic Skills and

DESCRIPTORS- Action Research; Change Agents; Disadvantaged Youth; *Economically Disadvantaged; *Educational Cooperation; Elementary Secondary Education; Family Programs; *Low Income Groups; *National Programs; Outreach Programs; *Research and Development; *School Community Relationship; School Districts; Urban Schools

IDENTIFIERS- *Partnerships in Education; Progress Reporting; Schools Reaching Out Project

This document describes research and development by the Institute for Responsive Education's national project (known as the League of Schools Reaching Out) that seeks to show how school-family-community partnerships (SFCPs) can contribute significantly to school restructuring or reform aimed at increasing the academic and social success of all children, especially those at risk. The League of Schools Reaching Out is a network of 70 schools in 22 states that serve a substantial number of low-income children. A mail survey, telephone interviews with approximately 16 principals, and site visits to schools in 8 urban districts concerning the policies and practices in League schools were conducted. Four conclusions are highlighted: (1) many League schools show that family-community-school collaboration can be productive in schools where most of the families are poor, in disadvantaged and troubled communities, and in districts experiencing political instability and budget cutbacks; (2) many League schools are embracing old-fashioned ideas about schooling; (3) Chapter 1 is a good but largely untapped policy source of financial support for strengthening SFCPs; and (4) federal and state policies make a difference. Project components, such as financial arrangements, action research, training and orientation, and multiple data sources, are discussed. The design works, and research is difficult in real-world school settings. (RLC)

ED 349 349 UD 028 839

Ramirez, J. David; Douglas, Denise

Language Minority Parents and the School: Can Home-School Partnerships Increase Student Success?

SPONS. AGENCY- California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- 89

NOTE- 51p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Literature Reviews; *Minority Groups; *Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; *Program Design; Program Development; Program Effectiveness

IDENTIFIERS- *Language Minorities; *Parental Involvement Program; Partnerships in Education

This paper identifies and reviews successful parent involvement programs for language minority parents of elementary school through secondary school children that could serve as a basis for the development of a home-school partnership model. Following an introduction, chapter 1, "Setting the Stage," provides a rationale for involving language-minority parents in their children's schooling and discusses obstacles to language minority parent involvement. Chapter 2, "What Are Possible Roles for Parents?", provides an overview of the different ways in which parents can be involved, covering audience, unseen partner, parent education, parents as teachers, parents as with particular attention to urban areas; and notes that with respect to achievement, urban Catholic students clearly outperform their public school counterparts. Chapter 2, "Experiences of Eighth Graders in Catholic Schools," focuses on subjects that students take, extracurricular activities, perceptions of teachers, and parent participation. Chapter 3, "Academic Performance of Eighth Graders in Catholic Schools," reports reading and mathematics test scores by behaviorally anchored proficiency scores, and reports history/social studies and science test scores by quartile. Included are 10 tables, 7 graphs, an appendix of methodological and technical notes, and 27 references. (JB)

ED 349 368   UD 028 863

Benard, Bonnie
Mentoring Programs for Urban Youth: Handle With Care.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *At Risk Persons; Career Awareness; *Disadvantaged Youth; Guidelines; Interpersonal Relationship; *Mentors; Modeling (Psychology); Prevention; *Program Effectiveness; Program Implementation; *Urban Youth; *Youth Programs
IDENTIFIERS- *Protege Mentor Relationship

This paper examines the urban mentoring program movement for one-on-one relationships between adults and youth that continue over time and are focused on the youth's development. The paper attempts to sort out some of the issues surrounding mentoring and to provide the prevention field with a perspective on the strategy. An opening section describes the rise of planned mentoring for disadvantaged urban youth, beginning with the appearance of mentoring in the corporate world in the mid-1980s and including a brief overview of the research literature on the mentoring movement and a description of national and state efforts to establish mentoring programs. A following section examines what factors make for an effective mentoring relationship; these include personalized attention and care, access to cultural and vocational resources, positive/high expectations, reciprocity and youth participation, and sustained personal commitment from the adult. A section on establishing effective programs offers the following seven guidelines: (1) careful program planning; (2) energy and commitment from the program manager; (3) institutionalization and integration of the program; (4) careful selection of mentors and youth; (5) matching adults and youth; (6) clear and specific goals; (6) training and preparation for adults and youth; and (7) ongoing support for mentors. A final section evaluates mentoring in light of peoples' great expectations for this strategy, warning that it is neither a panacea nor a substitute for social policy but simply a context in which to create the empathy and caring that is essential for building a good and civil society. Included are 67 references. (JB)

ED 349 369   UD 028 864

Kaufman, Phillip; And Others
Characteristics of At-Risk Students in NELS:88. National Education Longitudinal Study of 1988. Contractor Report.

elaboration of the "new educational technology." Lists of 33 references and 35 Student Research Center Reports are included. (ALF)

ED 348 948 IR 015 607

Anderson, James A.
Service Excellence: An AV Training Program for Student-Assistant Staff.
PUB DATE- 92
NOTE- 20p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Washington, DC, February 5-9, 1992). For related papers, see ED 346 841 and IR 015 608.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Audiovisual Centers; Educational Technology; Higher Education; Instructional Materials; On the Job Training; Performance; *Personnel Evaluation; Records (Forms); *Staff Development; *Training Methods; Worksheets
IDENTIFIERS- *State University of New York Buffalo; *Student Assistants

This paper presents an overview of the audiovisual (AV) training program for student-assistant staff and the effect it has had in meeting service excellence goals for the Media Resources unit of Educational Technology Services at the State University of New York at Buffalo. A description of the Media Resources unit indicates that it has 11 full-time staff and approximately 50 part-time student-assistant staff. An evaluation of the unit in 1989 that pointed to a deficiency in the quality of services offered is cited as the rationale for the initiation of a program to develop training programs, materials, and evaluation procedures for the student-assistant staff to replace the often inconsistent "in the field" training of the past. It is noted that training is currently a continuous process with full-time staff assuming responsibility for conducting training sessions and performance evaluations. This paper describes how the program was designed and implemented, organizational changes that were made in connection with the program, the development of the Educational Technology Equipped Classroom (ETEC) program, assessment procedures that were instituted, and training materials that were developed for use by student assistants. Materials used in the training and evaluation of student assistants are appended, including information on the ETEC, the Media Resources Service follow-up form, a student-assistant proficiency record form, procedures for servicing the Buhl 90ED series overhead projector, and general procedures for campus classroom support services. (ALF)

ED 348 949 IR 015 608

Anderson, James A.
Supporting Faculty with Media Equipped Classrooms: Considerations for Design and Implementation.
PUB DATE- 1 Feb 90
NOTE- 33p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Anaheim, CA, January 31-February 4, 1990). For related papers, see ED 346 841 and IR 015 607.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

desegregation goals at the two schools; Computers Unlimited program implementation progress; the perceptions of parents, students, and teachers participating in the program; and levels of student achievement based on the Iowa Test of Basic Skills (ITBS), Missouri Mastery and Achievement Test (MMAT), and Degrees of Reading Power (DRP). Results of this study indicate that implementation is progressing despite delays; progress has been made toward the minority and non-minority enrollment goals at one of the schools; student achievement was mixed at both schools; parents felt that more external recruitment through public sources was needed; parents and students were generally satisfied with the program; and teachers were considerably less satisfied with the program than parents and students, with teacher survey results indicating a lack of commitment to the theme and a lack of personal or professional challenge. Four figures and 15 tables--which include survey questionnaires with tallies of the responses--display the results of the data analyses. (ALF)

ED 348 967 IR 015 644

Schrum, Lynne
Innovation and the Process of Change: A Case Study in Distance Education.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Change Strategies; *Cooperative Programs; Costs; *Distance Education; Educational Change; Elementary Secondary Education; Higher Education; Information Services; Innovation; Problems; *Program Implementation; Programing; *State Programs; *Telecommunications; Teleconferencing
IDENTIFIERS- *Oregon

The purpose of this study is to describe and analyze Oregon's efforts to provide equal access to education, training, and information services to its citizens using advanced communication technologies through ED-NET, an innovative state agency for distance learning. It is noted that creation of ED-NET in 1989 required the coordination of multiple educational institutions, governmental agencies, private businesses, and legislative processes, as well as the development of three separate electronic networks, each with hardware and programming requirements. Discussion of the theoretical framework for the study reviews the forces influencing the development of ED-NET, including the political climate and culture as well as distance learning and information technologies. Methods and data sources for the study are then briefly described. The four significant themes considered to be critical to the successful implementation of ED-NET are discussed in some detail, including major problems they have created: (1) intra- and inter-agency cooperation; (2) economic self-sufficiency; (3) hardware issues; and (4) programming. It is noted that, despite initial setbacks, the ED-NET system has gradually begun to function and to demonstrate potential for the future. Four recommendations conclude the report. (ALF)

ED 348 968 IR 015 645

usefulness of this compilation of free resources, it was cross-matched with an integrated mini-unit on pollution/the environment to create a unit "enhanced" by related thematic material available free to teachers. Appended materials include the teacher questionnaire; a sample research/reference card; a resource directory card; a comprehensive listing of free classroom resources by subject matter; the integrated mini-unit plan on pollution/environment; tips for an organized, successful search; and 9 figures displaying the survey findings. (Contains 32 references.) (Author/ALF)

ED 348 986 IR 015 684

Donnan, Peter, Ed.
Occasional Papers in Distance Education: Number 12, Charles Sturt University.
PUB DATE- Jun 92
NOTE- 41p.; For Numbers 10 and 11, see ED 330 323 and ED 331 494.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Distance Education; Foreign Countries; Higher Education; *Instructional Design; *Instructional Materials; *Learning Modules; Material Development; Open Education; *Quality Control; Residential Colleges; Standards; *Study Habits
IDENTIFIERS- *Australia

The five papers in this edition address issues of general interest in distance education. In the first paper, "Study Methods and Study Notes: Interim Report," Stephen Relf and Terry Geddes report on a study designed to identify patterns of use and trends in the ways in which distance students use their study notes. In the second paper, "Quality and Standards in Open Learning in Charles Sturt University," David Meacham proposes guidelines for design and quality control in the production of study materials. "Modularization," which is addressed by Wendy Pearce and Sandy Wright in the third paper, is associated with a recent Charles Sturt University National Priority Reserve Fund Grant. It is suggested that this paper should provide a worthwhile basis for staff who are considering or involved with modularization of their study materials. The fourth paper, "In Defence of Residential Schools," by Jenni Brackenreg and Jan Allan, presents a defence of the traditional residential school model, which is firmly rooted in the origins of Australian distance education. In the final contribution, "Review of Brackenreg and Allan's 'In Defence of Residential Schools,'" Peter Donnan seeks to extend the terms of the debate about the effectiveness of residential schools. References are listed for each of the individual papers. (BBM)

ED 348 987 IR 015 686

Reed, W. Michael; Liu, Min
The Comparative Effects of BASIC Programming versus HyperCard Programming on Problem-Solving, Computer Anxiety, and Performance.
PUB DATE- Mar 92
NOTE- 25p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Anxiety; Higher Education;

freedoms of access are possible with electronic networks, but greater restraints are also possible. Electronic impulses can be easily manipulated, modified, distorted, transmitted, and erased. International aspects of network access involve questions of different legal and regulatory structures. The protection of free speech and assurance of privacy in electronic network use are critical if society's freedoms are to be preserved. (KRN)

ED 349 005 IR 054 099

Learning Outcomes in Library Media Skills.
PUB DATE- Apr 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavioral Objectives; *Course Integrated Library Instruction; Elementary Secondary Education; Learning Activities; *Learning Resources Centers; *Library Skills; Lifelong Learning; School Libraries; Skill Analysis; Skill Development; State Programs

This guide for school library media specialists presents seven learning outcomes in library media skills that were identified in "The Library Media Program: A Maryland Curricular Framework" and matches them with appropriate library media skills/attitudes. It is noted that these matches produce indicators that are fully integrated to describe activities that lead to the successful achievement of the learning outcomes in all disciplines and promote lifelong learning. The guide begins by providing a rationale for library instruction, noting additional related resources for media specialists produced by the Maryland State Department of Education. The seven outcomes are then listed and briefly described: (1) students will demonstrate the ability to locate and use materials and equipment; (2) they will demonstrate the ability to review, evaluate, and select media for an identified information need; (3) they will demonstrate the ability to learn and apply study, research, reference, and critical thinking skills to organize information; (4) they will demonstrate the ability to comprehend content in various types of media; (5) they will demonstrate the ability to retrieve and manage information; (6) they will demonstrate an appreciation of books and other media as sources of information and recreation; and (7) they will demonstrate the ability to create print and nonprint media. Specific activities are then listed for each of these outcomes and representative subject matches for the library media learning outcomes in mathematics, reading, writing, science, and social studies at different grade levels are shown in a series of 19 charts. Indicators of the successful achievement of each outcome are included in the charts. (Contains 5 references.) (KRN)

ED 349 006 IR 054 100

Smith-Talley, Beatrice Moore, Comp.; Matson, Madeline, Ed.
Libraries and Literacy: A Program Planning Manual for Missouri Librarians.
PUB DATE- Dec 90
NOTE- 59p.
LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation Criteria; Feasibility Studies; International Organizations; *International Programs; Library Development; *Library Services; *Library Standards; *Measurement Techniques; *Performance
IDENTIFIERS- Performance Based Evaluation; Performance Indicators

An ad hoc working group of the International Standards Organization met twice to study the feasibility of establishing an international standard on library performance measures. Having determined that library development in many countries could be significantly advanced through the availability of an international performance standard, the working group considered numerous key issues in the development of such a standard. Issues included a consideration of the evolution and development of library performance measures; the scope of the proposed standard; the content of and audience for a standard; the impact of a standard on stakeholder groups; objectives and benefits of a standard; problems associated with developing a standard; the potential for its implementation; and its impact on existing standards. It was concluded that these issues, as outlined throughout the report, need to be addressed in greater detail by a new working group. If the new working group determines that every country and type of library cannot implement either a basic or a more extensive set of performance measures, the group might develop a report for "prestandardization purposes." The goal of the group should be to develop a written draft standard within 24 months of its establishment. The recommendations are presented in both English and French. (Includes 16 references.) (KRN)

ED 349 024 IR 054 146

Matier, Michael W.; Sidle, C. Clinton
Developing a Strategic Plan for Library Space Needs through 2010.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Spring Conference of the Society for College and University Planning, Mid-Atlantic Region (Philadelphia, PA, April 8-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Copyrights; Crowding; Electronic Publishing; Facility Guidelines; *Facility Planning; Facility Requirements; Higher Education; Information Storage; Library Collection Development; Library Facilities; *Long Range Planning; *Needs Assessment; Prediction; *Research Libraries; *Space Utilization; Technological Advancement; Trend Analysis
IDENTIFIERS- *Cornell University NY; *Electronic Text

A 20-year strategic plan for library space has been developed at Cornell University, a private research university which also serves as the land-grant university for the State of New York. Two basic approaches to analyzing space needs were used. The first was the conventional analysis, where collections and user space needs are projected into the future based on estimated growth rates and modified national library standards for space utilization. This analysis focused on primary user populations, collection growth rates, user/reader and service space, and use of the Library Annex and compact shelving. A working group of appropriate library, information technology, and planning and research staff estimated the impact of relevant technologies on the conventional projections over the 20-year planning period. Factors that influenced estimates include the commercial

EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Admission Criteria; College Credits; *College Freshmen; *College Preparation; College Transfer Students; Comparative Analysis; Curriculum Evaluation; Educational Mobility; Grade Point Average; High Risk Students; High Schools; High School Seniors; Literature Reviews; Outcomes of Education; Program Effectiveness; *Secondary School Curriculum; State Standards; Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *College Preparatory Curriculum GA; Gainesville College GA; *Georgia

The college preparatory curriculum (CPC) in Georgia, is a state-mandated curriculum required of all high school seniors seeking to enter a University System institution as a regular placement freshman. Students deficient in any of the five CPC areas (English, foreign language, mathematics, science, and social sciences) are required to make up the deficiencies by completing appropriate credit course work at a University System institution. In an effort to assess the impact of CPC, independent of high school grade point average (GPA) or Scholastic Aptitude Test scores, a study was conducted comparing the academic persistence, GPA's, credit hour completion, and transfer activity of full-time, first-time freshmen students at a 2-year unit of the University System, namely Gainesville College (CG) who were either CPC-completers or CPC-deficient. The study population included 1,205 students (719 CPC-completers and 486 non-completers) who entered GC during the fall quarters 1988, 1989, and 1990 and who had graduated from high school the previous June. A subset of 369 fall 1988 entrants were followed over a 3-year period to measure their transfer activity to senior institutions. The study determined that CPC completers earned higher first year GPA's and more first year credits, had (among males) higher quarter-to-quarter persistence rates, and were more likely to transfer to a four-year school within 3 years of entrance to GC than CPC non-completers. In addition, the study concluded that college advisement efforts were enhanced by identifying CPC-deficient students as potentially high-risk. An in-depth review of the literature and the related educational legislation, data tables, and a 154-item bibliography are included. (PAA)

ED 349 041 JC 920 417

Lombardi, John; Cohen, Arthur M., Ed.
Perspectives on the Community College: Essays.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Books (010)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Anthologies; *College Administration; College Curriculum; *College Faculty; College Transfer Students; *Community Colleges; Community Services; Continuing Education; *Educational Finance; Part Time Faculty; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- ERIC Clearinghouse for Junior Colleges

The essays in this collection were written by John Lombardi during the 1970s while he was a resident scholar at the ERIC

Meaning-Making through Writing and Art Collaboration.
PUB DATE- 25 May 92
NOTE- 12p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Art Education; Audience Awareness; Audience Response; Community Colleges; *Creative Art; Creative Expression; *Graphic Arts; Instructional Innovation; Intercollegiate Cooperation; *Interdisciplinary Approach; Student Reaction; Teaching Methods; Two Year Colleges; Two Year College Students; Writing (Composition); *Writing Assignments; *Writing Instruction
IDENTIFIERS- Everett Community College WA; Yakima Valley Community College WA

In fall 1991 and spring 1992, an interdisciplinary art-and-writing collaborative project was initiated by an English instructor at Yakima Valley Community College (YVCC) and a graphics instructor at Everett Community College (ECC), both in Washington State. The project involved a graphics art class at ECC and a writing class from YVCC, pairing each art student with a "writing partner" and each writing student with an "art partner." Compositions produced by the writing students were distributed to the art students who responded by creating a piece of artwork inspired by the writing. The writing students then examined the artwork produced from their writing, and completed a written response to the piece. In the fall quarter, the writing students produced a variety of compositions, including poetry, short stories, and narratives, and the art students were asked to respond to the "mood" expressed by the writing. In the spring quarter, the writing students were required to write profiles of people who were important to them, while the art students were asked to respond using "found images" which could be blended together to illustrate the written profiles. Students in the writing class viewed the artwork as a group before being told which one corresponded to their writing. These classroom sessions were videotaped, as were discussions in the art class. The project helped writing students to become attentive to the role of perception, meaning-making, and audience response in the writing process. The bulk of the paper consists of excerpts of the writing students' comments about the artwork that was produced in response to their writing. (PAA)

ED 349 058 JC 920 446

Murray, Steven F.
Determining Faculty Attitudes toward Incentives and Rewards.
PUB DATE- May 92
NOTE- 22p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1990-91. Research Report Number 5-92.
PUB DATE- Sep 92
NOTE- 96p.; For the 1989-90 report, see ED 337 233.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1990-91 graduates, based on responses from 54.2% of the 240 alumni surveyed, included the following: (1) nearly 40% of respondents were employed full-time in jobs related to their fields of study at PVCC, and most were either very satisfied (29%) or satisfied (57%) with their current jobs; (2) the mean annual salary earned by respondents was $19,373; (3) females' salaries tended to be higher than males', minorities' higher than whites', and older respondents' higher than younger respondents'; (4) over 90% of respondents felt that PVCC provided excellent (26.8%) or good (68.3%) academic preparation for jobs; (5) almost all respondents felt that they were at least as well prepared as their fellow employees; (6) the most popular fields of study among transfer students were business-related; (7) the average grade point average of students attending a four-year institution was 2.894; (8) the vast majority of transfer students felt that PVCC had provided either excellent (31.4%) or good (57.1%) academic preparation for transfer; and (9) most PVCC graduates attending four-year institutions felt that the quality of instruction and grading practices were comparable at both schools, while PVCC students were less competitive, and PVCC faculty and staff were more friendly than their counterparts at the four-year institution. Extensive data tables, the survey instrument, cover letters, and selected respondent comments are included. (MAB)

ED 349 075 JC 920 466

Barnett, Lynn, Ed.
Beacon College Project Directory.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Community Colleges; *Community Development; *Consortia; Curriculum Development; Directories; Faculty Development; High Risk Students; *Intercollegiate

several other indices of quality child care that predict developmental and health outcomes, for example, the degree to which children are properly immunized or handwashing routines are followed. In a multidimensional approach to measuring quality, it is appropriate that providers, staff, and parents engage in self-assessment as a monitoring tool. However, the best means for collecting data is probably through observation followed by record reviews. Family influence may have a confounding effect on the measurement of the quality of child care. Research from an international perspective shows that programs with a high global assessment of quality care are associated with children who have greater social competence, higher levels of language development, higher developmental levels of play, better ability to regulate their behavior, and greater compliance with adults' wishes. Global assessment of quality is measured using a combination of discrete characteristics or a global rating scale such as the Infant-Toddler Environment Rating Scale. Research in several countries indicates that training in early childhood education is a crucial factor in quality caregiving. (AC)

ED 349 093 PS 020 646

Liu, Joseph Tiang-Yau; Rosenbaum, Sara
Medicaid and Childhood Immunizations: A National Study.
SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Jan 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Fees; Health Care Costs; *Immunization Programs; National Surveys; Physicians; *Public Health; *State Programs
IDENTIFIERS- Childhood Illnesses; *Medicaid; Polio Vaccines; *Reimbursement Programs; Vaccines

In recent years, falling immunization rates in the United States have resulted in an increased number of cases of preventable diseases. For example, the United States ranks behind 16 other nations in proportion of infants immunized against polio. Reasons for the decline of immunizations include skyrocketing vaccine costs, rising poverty rates, inadequate access to health care, and underfunding of public health programs. This document reports the results of a national survey of Medicaid programs conducted in 1991. Results indicated that states typically reimburse Medicaid providers for 53 percent of the usual fees for diphtheria, tetanus, and pertussis vaccine, 67 percent for polio vaccine, 72 percent for measles, mumps, and rubella vaccine, and 84 percent for meningitis vaccine. Of the 30 states that use a fee-for-service system, only one pays providers more than 85 percent of usual fees for the four vaccinations. Some states reimburse physicians for immunization services at a rate less than the cost of the vaccine, and some do not reimburse physicians for treating children in follow-up visits. It is recommended that states: (1) reduce vaccine costs by purchasing bulk vaccines from the Centers for Disease Control; (2) implement universal vaccine distribution systems; and (3) provide adequate reimbursement to Medicaid providers. (BC)

ED 349 094 PS 020 649

Barnhart, Jo Anne B.
Remarks of Jo Anne B. Barnhart, Assistant Secretary,

(120)
DESCRIPTORS- *Career Development; *Career Ladders; *Child Caregivers; *Early Childhood Education; *Educational Policy; Educational Quality; *Professional Development; Salaries
IDENTIFIERS- *Career Progression Systems; Caregiver Training; Policy Issues; Training Needs

Several reports on the link between the economy and the quality of child care indicate that: (1) early care and education benefits two generations of workers; (2) quality is essential to, but is rarely found in, early care and education programs; and (3) the key to quality is the professional development of practitioners. A vision of dynamic career development in the child care field must address the problems of inadequately trained practitioners and training systems that are fragmented, sporadic, and unsuited to the needs of adult learners. A career progression model for the child care field would adopt an approach in which different roles and requirements are assigned to different positions in early care and education programs, and in which practitioners experience role progression and receive increasingly greater rewards as they obtain additional training and skills. A system that permits the practitioner with informal training to earn recognition in the formal system would allow early care and education to realize its professional goals; improve the quality of training programs; and result in increased salaries. State policies regulating training of child care staff are described, and child care training policy issues that states will face in the future are listed. (BC)

ED 349 113 PS 020 776

Costley, Joan B.
Career Development Systems in Early Care and Education: A Planning Approach.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.; Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Jan 91
NOTE- 7p.; Paper was also funded by the Harris Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Career Ladders; Certification; *Child Caregivers; *Early Childhood Education; Educational Quality; *Professional Development; *Program Implementation
IDENTIFIERS- Career Progression Systems; *Caregiver Training; Policy Issues; State Regulation; *Training Needs

This paper examines four issues relevant to planning the use of funding resources for installing a career development system for practitioners in the early childhood education field. The first issue concerns the need for a career development system. Arguments for the importance of such a system are based on the need for a dynamic career ladder and allowance for continuing professional growth; a shortage of qualified practitioners; and the relationship between the amount of a practitioner's training and the quality of the practitioner's work. The second and third issues concern the characteristics and components of a progressive career development system. Training must provide knowledge and skills, be accessible to all practitioners, allow for practitioner accreditation, and be cumulative. Components of a career development system should include a system model, coordinated training, a personnel registry, and a training collaboration in South Bend, Indiana, in which an array of human development programs are integrated in a public housing complex. A series of follow-up activities relevant to the topic of collaboration among social service agencies is described. Additional materials include biographical information on videoconference participants, a list of resources on collaboration of social services, a glossary of terms, a reference list of 23 items, and a form for evaluating the videoconference series. (BC)

ED 349 130 RC 018 747

Northern Nutrition.
PUB DATE- 78
NOTE- 250p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Canada Natives; *Dietetics; Eating Habits; Elementary Secondary Education; Eskimos; *Food; Foreign Countries; Health Education; *Health Promotion; Lesson Plans; *Nutrition; Nutrition Instruction; *Physical Health
IDENTIFIERS- Arctic; Canada (North)

This guide contains nutrition information and nutrition education strategies aimed at residents of the Canadian Arctic. Section I: (1) defines nutrition terms; (2) describes the sources and functions of essential nutrients; (3) explains Canada's food guide and special considerations for the traditional northern Native diet and for lactose intolerance (a common condition among Eskimos and American Indians); (4) describes the digestive system; and (5) discusses special nutrient needs during pregnancy and breast feeding, and for infants, adolescents, and older adults. Section II discusses the interrelationships between physical fitness, lifestyle, and nutrition; describes the rise of nutrition-related diseases (obesity, cardiovascular disease, dental problems) among northern Natives due to lifestyle changes; and presents dietary guidelines. Section III discusses nutrition and specific health problems (diabetes, gall bladder disease, Vitamin C deficiency, otitis media, iron deficiency, and alcoholism). Section IV discusses meal planning and food buying. Section V discusses Native food resources, outlines the nutrient value of traditional Native diets, and explains some dangers of eating raw meat and fish. Section VI discusses modern and traditional methods of food storage and preservation. Section VII presents ideas, activities, and lesson plans for community nutrition programs. Sections VIII and IX explain how to use the local mass media for nutrition education and provide sample media releases. Section X provides additional resources: 26 government agencies and other sources of nutrition materials, 6 books, and annotated lists of 40 films and videotapes. (SV)

ED 349 131 RC 018 749

Alaska Native Languages Preservation and Enhancement Act of 1991. Hearing on S. 1595 To Preserve and Enhance the Ability of Alaska Natives To Speak and Understand Their Native Languages, before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, First Session (Anchorage, federal Title IV/V program, the Audubon Schools Project, or the Truancy Alternative Optional Education Program. Although the American Indian population in Chicago has increased since the 1950s, there is a lack of accurate data on American Indians because the Indian population is still relatively small (only .2% among the Chicago student enrollment) and relatively silent. Data show that enrollment clearly drops off before and during high school. The general achievement norms for American Indian students fall behind national norms, although achievement is greater in the Catholic school system. A cohort dropout rate for American Indians in Chicago in 1986 was reported to be 70.8%. American Indian children in Chicago have all the risk factors associated with poor school achievement. Recommendations include: (1) creating a position of Director of American Indian Education; (2) involving parents; (3) expanding intervention programs; (4) inservicing teachers; (5) evaluating federal programs and adult education programs; (6) hiring American Indian teachers and staff; and (7) studying the success of Catholic schools. The report contains numerous figures, maps, photographs, and tables. (KS)

ED 349 149 RC 018 811

McGreal, Rory; And Others
Bridging the Distance: A Report on Four Distance Education Workshops Held February 1991 = La distance apprivoisee: Un rapport de quatre ateliers sur la formation a distance tenus en feview 19911.
PUB DATE- May 91
NOTE- 90p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; American Indian Education; *Canada Natives; *Distance Education; *Educational Needs; Federal Indian Relationship; Foreign Countries; *French Canadians; Inservice Teacher Education; *Principals; Rural Schools; Secondary Education
IDENTIFIERS- *Ontario

This report summarizes activities and recommendations from workshops in Northern Ontario, Canada which were designed to inform principals of the details of the distance education initiative and to examine problems involved in the delivery and reception of distance education courses at the secondary level. Separate workshops were organized for Native Americans, Francophones, northwest Anglophones, and northeast Anglophones. It was apparent from the Native conference that distance education accessibility for First Nations communities has yet to be achieved. The foremost problem in organizing courses for delivery to secondary schools, both Francophone and Anglophone, is the coordination of needs and requirements among the participating school boards. There was also a strong demand for an organizing center for course delivery. For each workshop, the report lists conference objectives, summarizes presentations, and lists recommendations resulting from working sessions. In addition, the report includes: (1) results of workshop evaluations; (2) lists of workshop participants; (3) tables of secondary school distance education equipment and locations; (4) information for course enhancement which entails purchase of equipment and materials; (5) a proposal form and budget form for course enhancement; and (6) a telephone reference of Contact North employees. (KS) freon, batteries, grocery bags, toxic chemicals, lawn care, styrofoam products, pets, consumer product awareness, motor oil, and energy. The activities in the third section are cited as requiring a little more effort than those in section 2. Topics include recycling, precycling, cloth diapers, landscaping, energy conservation, rain forests, pesticide alternatives, household hazardous wastes, and carpooling. The final section contains seven activities cited as requiring the most commitment to environmental health of all the activities in the book. Topics include composting, graywater, alternatives to automobile transportation, diet, recycling program development, and landscaping. Along with providing helpful tips on purchasing and using products, conservation techniques for natural resources, facts, and general information, the material includes addresses for organizations from which additional information can be obtained. (MCO)

ED 349 167 SE 052 965

Berlin, Donna F.; White, Arthur L.
A Network for Integrated Science and Mathematics Teaching and Learning. NCSTL Monograph Series, #2.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; *Teaching Methods
IDENTIFIERS- National Center for Science Teaching and Learning; *Wingspread Conferences

This monograph presents a summary of the results of the Wingspread Conference in April, 1991 concerning the viability and future of the concept of integration of mathematics and science teaching and learning. The conference focused on three critical issues: (1) development of definitions of integration and a rationale for integrated teaching and learning of science and mathematics; (2) specification of guidelines for infusion of integrated teaching and learning of science and mathematics into school practice; and (3) identification of high priority research questions related to integrated teaching and learning of science and mathematics. The report indicates that working groups and other participants were unable to come to a consensus regarding the definition of "integration," but that a rationale for its infusion into school practice was developed at the conference. A document review reported at the conference indicated that 22 out of 423 citations in the field of integration concerned research. It is concluded that this paucity of research in the field sets a challenge for science education reformers. (MDH)

ED 349 168 SE 052 981

Tirosh, Dina; Stavy, Ruth
Relationship between Mental Models Related to the Particulate Nature of Matter and the Infinite Nature of Geometrical Figures.
PUB DATE- Mar 92
NOTE- 10p.; Paper prepared for the Annual Meeting of the National

with its primary focus on improving the university training of preservice teachers (PSTs) in mathematics. This document, the last of the project's 5-volume final report, describes the "Research and Evaluation" component of the project. The first four sections of this volume focus on data relating to the four main project goals. In addition, there is a section on the evaluation instruments that were developed and used in the project. A summary of the project evaluation indicates that the PSTs have formed beliefs that are conducive to teaching mathematics from a problem-solving perspective, that a working relationship with the local school district did take place, and that the PETTM Project did have positive impact on teachers teaching and on students problem-solving abilities and attitudes. Six appendices comprising the bulk of the volume testing program) provide data on mathematical beliefs of PSTs, the Highland Park Teacher Questionnaire and results, profiles of five teachers, ISTEP (Indiana Statewide Testing Program) results, the Problem Solving Tests and results, and student belief interview schedules. (MDH)

ED 349 185 SE 053 261

Haury, David L.; Rillero, Peter
Hands-On Approaches to Science Teaching: Questions and Answers from the Field and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Elementary School Science; Group Guidance; Intermediate Grades; Junior High Schools; *Manipulative Materials; *Science Activities; Science Education; Science Education History; *Science Equipment; *Science Instruction; Science Materials; Small Group Instruction
IDENTIFIERS- *Science Process Skills

As the nation pursues the goal of becoming first in the world in science achievement among students, many are advocating an instructional approach that emphasizes activities and learning by doing. Instructional approaches in science education that involve activity and direct experience have become collectively known as hands-on science. This document presents 10 questions frequently asked by elementary and middle school teachers about hands-on science teaching and learning. Each question is followed by answers in three categories: responses from classroom teachers, thoughts from the curriculum and activity developers, and notes from the educational research and literature. The questions considered in this document are: (1) What is hands-on learning, and is it just a fad? (2) What are the benefits of hands-on learning? How do I justify a hands-on approach? (3) How does a hands-on science approach fit into a textbook-centered science program? (4) How can practicing teachers gain experience with hands-on methods? (5) Where do I find resources to develop hands-on activities? (6) How is hands-on learning evaluated? (7) What are some strategies for helping students work in groups? (8) How does or should the use of hands-on materials vary with age of students? (9) Hands-on science can be expensive. How do I get materials and equipment? (10) Where do you keep materials and equipment once you get economics. The information for the courses includes a description, a list of critical components, and the goals and objectives for satisfying the critical components. For example, the critical components for the U.S. history course are identified as world expansion, the progressive era, World War I, the twenties, the world depression, World War II, American foreign policy in post World War II, turbulent times in America: 1960s-1970s, America's role in the world in the 1960s and 1970s, and challenges for the future. (DB)

ED 349 208 SO 022 297

Wright, Lin; Saldana, Johnny
The Arizona State University K-6 Drama Theatre Curriculum Guide.
PUB DATE- 91
NOTE- 248p.; A project of the research program at the University of Illinois site of the National Arts Education Research Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Curriculum Guides; *Drama; Elementary Education; Elementary School Curriculum; *Student Educational Objectives; *Theater Arts
IDENTIFIERS- *Arizona State University

This document features a curriculum guide for the development of K-6 theater course outlines. The guide establishes three major goals for drama/theatre education and the concepts pertinent to each goal. The objectives relevant to each concept are identified and stated in behavioral terms. For each objective, student experiences pertinent to that objective are described. The progression of the guide is from goal to concept to objective to experience. Objectives and appropriate experiences are suggested for kindergarten, grades one and two, grades three and four, and grades five and six. The appendices include a glossary of terms used in drama/theater; a discussion of the theater events in the global community; sample course outlines for grades three and six; the names of the members of the writing team; drama tests for grades three and six; teacher evaluation sheets for grades three and six and student self-evaluation sheets for the same grades. A detailed description of the process involved in the development of this curriculum guide also is included. (DB)

ED 349 209 SO 022 309

Understanding California State Government. A Guide for High School Teachers: Preparing To Be Effective Citizens in California.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Decision Making; High Schools; Learning Activities; Social Studies; *State Government; State History
IDENTIFIERS- *California

Developed for California high school teachers, this guide is designed to help them clarify the role of the state government and improve students' understanding of the democratic process pronunciation. (DB)

ED 349 230 SO 022 383

Journey to China: Activities for Elementary Students.
PUB DATE- 88
NOTE- 89p.; The China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; *Cultural Education; Elementary Education; *Elementary School Students; Foreign Countries; Foreign Culture; Grade 2; Grade 3; Grade 4; Interdisciplinary Approach; *Learning Activities; *Skill Development; Social Studies; Teaching Methods
IDENTIFIERS- *China

Ten lessons designed to introduce elementary students to China are featured in this document. The lessons are aimed at second through fourth grade, but they also include follow-up activities for kindergarten through sixth grade and are easily adapted to a given grade level. The lessons also are designed to incorporate elements and skills associated with a wide range of disciplines. The 10 lessons are: (1) A day with Li Mingbao, (2) Finding the way in China, (3) What is your Chinese name? (4) Games Chinese children play, (5) Three Chinese inventions, (6) Let's cook Chinese food, (7) Learning with Chinese money, (8) Stories from Chinese proverbs, (9) Chinese paper cuts, and (10) Conclusion. An opening story, slides, activities, and follow-up lessons that introduce students to aspects of Chinese culture and daily life comprise the unit. (DB)

ED 349 231 SO 022 386

U.S.-Mexico: Economic Interdependence. A Precollegiate Curriculum Unit: Grades Nine through Twelve.
PUB DATE- 86
NOTE- 58p.; Developed for the Latin America Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Economic Factors; *Economics Education; Foreign Countries; Foreign Culture; Foreign Policy; Global Approach; High Schools; *International Trade; Learning Activities; Social Studies; Units of Study
IDENTIFIERS- Global Education; *Mexico

This unit, designed for grades 9-12, introduces students to the growing economic relationship between the United States and Mexico. The unit focuses on the nine so-called "twin cities" along the U.S.-Mexican border, where the impact of the two economies on one another is most visible. The three lessons included in the unit introduce important notions about international trade and political economy. The exercises and activities suggested in the lessons are structured to encourage the use of critical thinking skills. The unit also includes teacher background information, student handouts, a bibliography of recommended resources, and a curriculum evaluation form. (DB)

ED 349 232 SO 022 390

general education of U.S. students. Section 3 defines the content of the four art disciplines that constitute the core of DBAE. Section 4 focuses upon the instructional materials that are used in teaching a DBAE program. Section 5 is a consideration of the roles and responsibilities of the different players in DBAE. Section 6 concerns the evaluation of curriculum and instruction. Section 7 provides a thumbnail sketch of some key issues for planning and carrying out a successful implementation of DBAE. Section 8 summarizes highlights of the literature on DBAE. The handbook concludes with section 9, which contains four appendices: three papers respectively called "The Four Art Disciplines", "Becoming Familiar with Works of Art"; and "The Getty Center for Education in the Arts"; and a selected bibliography. (DB)

ED 349 254   SO 022 572

Perry, George S., Jr.
Strengthening Minority Involvement in Law-Related Education. Technical Assistance Bulletin, No. 9.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; Ethnic Groups; *Law Related Education; Lawyers; *Minority Groups; *Program Development; *State Programs; Student Needs; Student Participation
IDENTIFIERS- *American Bar Association

Educators concerned with law-related education (LRE) increasingly have recognized the need to ensure the participation of diverse groups of people in LRE programs. In 1988 the American Bar Association's Special Committee for Citizenship began the Minority Involvement in Law Education Initiative. Among its purposes was to promote and encourage the involvement of racial and ethnic minority students, teachers, and legal professionals in law-related education programs. Since the initiative was begun, minority involvement conferences with participants from 13 states have been held. This article describes the benefits derived from these conferences, who attends and what happens at a typical conference, and activities that have been undertaken by various states in following-up the conferences. (DB)

ED 349 255   SO 022 585

McGregor, Cathy; And Others
Yellowknife, the Capital of the N.W.T.: A Language Development Unit for Social Studies.
PUB DATE- 87
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Study; Foreign Countries; Foreign Culture; Grade 1; Grade 2; Grade 3; *Language Acquisition; Learning Activities; Local History; Primary Education; Second Language Learning; *Social Studies; Student Educational

School Connection.
PUB DATE- Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (44th, San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperative Planning; Elementary Education; Higher Education; *Participative Decision Making; Practicums; Preservice Teacher Education; *Student Teaching
IDENTIFIERS- *Neumann College PA; *Partnerships in Education

Over the years, Neumann College (Pennsylvania) and surrounding school districts have cooperated informally in providing clinical sites for student teaching experiences. The growth of education programs at Neumann prompted a formalization of the clinical experience process in order to maintain the quality of its teacher preparation programs. The division of education took the lead in creating a collaborative partnership by evaluating prototypes from the corporate world. In the summer of 1990, it invited one elementary school to commence in a pilot partnership designed to link theory and research with practical experience. Majors in elementary or early childhood education would go to field placements in the second semester of their freshman year, and classroom teachers at the school would be supplied with resources from the college to enhance individualization of classroom instruction. Authority and responsibility were shared equally by school and college faculty. Evaluation of the program consisted of assessing logs compiled by students, analyzing taped lessons, and examining student scores. Prospective teachers completed self-evaluations, and their classroom performance was appraised. Results indicated success in all areas. Participants concluded that considerable improvement in pupil progress related to the individualization afforded by the partnership program. Partnership schools appreciated the availability of continuing professional development. Preliminary findings indicate the partnership benefits all constituencies engaged in the process, and its benefits outweigh its limitations. (SM)

ED 349 273 SP 033 948

Bracht, Glenn; Peters, Marlys
Minnesota's Teacher Mentorship Program. Formative Evaluation Report, September 1989. Submitted to the Minnesota State Legislature in Fulfillment of M.S. 125.231.
PUB DATE- Sep 89
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Collegiality; *Demonstration Programs; Elementary Secondary Education; Interpersonal Relationship; *Mentors; Program Evaluation; Role Models; *State Programs; Statewide Planning; Teacher Characteristics
IDENTIFIERS- *Minnesota

The evaluation of Minnesota's 11 demonstration sites for the Teacher Assistance through Mentorship Program included 3 activities: on-site visits in which an evaluator interviewed 10-15 persons in each project; administration of the Teacher Mentoring Scales to mentees and mentors; completion of the be displayed by graduates of such programs; and that teacher education programs, through training, should provide future professionals a sense of collegial togetherness and support, especially during student teaching. (LL)

ED 349 292 SP 034 031

Korevaar, Gerda A. G.; Bergen, Theo C. M.
Inexperienced and Experienced Teachers' Differences in Reacting and Attributing to Problematic Classroom Situations.
PUB DATE- Apr 92
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Comparative Analysis; *Discipline Problems; Emotional Response; Foreign Countries; Higher Education; Preservice Teacher Education; *Reaction Time; Secondary Education; *Secondary School Teachers; Self Efficacy; Situational Tests; *Teacher Response; *Teaching Experience
IDENTIFIERS- Netherlands

This study was conducted to determine the relationship between teachers' experience and their perceptions of and reactions to problematic classroom situations. The purpose was to assist teacher educators to more adequately train beginning teachers who then would be better prepared to deal with problematic classroom situations. Subjects (N=49) were secondary teachers from the Southeast of the Netherlands: 25 inexperienced teachers with 0 to 3 years experience and 24 experienced teachers with more than 5 years of practice. Five simulated problematic classroom situations were shown on videotape, and teachers were asked to complete two questionnaires dealing with emotional stress reaction and the sense of self-efficacy. The data suggest that experienced teachers' reactions are characterized by more complexity than those of inexperienced teachers; experienced teachers produce more reaction-intentions and need more reaction time; both groups show no differences in their range of reactions and seem to react in a confrontive, friendly-directive or understanding-permissive way. Attributional differences of teachers appear to be related to situational cues, rather than to teachers' experience. (LL)

ED 349 293 SP 034 032

Feldman, Allan
Models of Equitable Collaboration between University Researchers and School Teachers.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Case Studies; *College School Cooperation; Cooperative Planning; *Educational Objectives; *Educational Research; Higher Education; Inservice Teacher Education; Models; Secondary Education; *Teacher Role
IDENTIFIERS- *Teacher Researcher Relationship; *Teacher

generally fit into at least one of eight categories. This publication outlines AC programs in eight states: New Jersey, Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. It includes a lead article, "Alternative Teacher Certification" by Mark Buechler and Nancy Fulford, and three commentaries: "Alternative Routes to Certification: Are We on the Right Track?" (Debby Dresner Shulman); "Toward the Strategic Use of Alternative Routes to Teaching" (Gary Natriello); and "Danger: Explosive! Defusing the Alternative Certification Controversy" (John J. Attinasi and Kenneth J. Schoon). The commentaries discuss AC's relationship to such issues as the role of schools in teacher preparation, the role of state and local agencies in managing teacher supply, the content of teacher education, and the relationship of teacher selection to teacher quality. Included in the Attinasi-Schoon University Northwest, the Urban Teacher Education Program. New Jersey's Provisional Teacher Program, another AC program, is briefly described in an inset, and summaries of regional action in this area are given for seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (IAH) innovative inservice alternative certification program at Indiana University Northwest, the Urban Teacher Education Program. New Jersey's Provisional Teacher Program, another AC program, is briefly described in an inset, and summaries of regional action in this area are given for seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (IAH)

ED 349 312   SP 034 082

Dilworth, Mary E., Ed.
Diversity in Teacher Education: New Expectations.
PUB DATE- 92
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Asian Americans; Black Students; Black Teachers; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Educational Change; Elementary Secondary Education; Ethnic Groups; Higher Education; Hispanic Americans; *Minority Groups; *Minority Group Teachers; *Multicultural Education; *Policy Formation; Teacher Education Programs; Teacher Educators; Teacher Recruitment; Teaching (Occupation)
IDENTIFIERS- *Diversity (Student); Reform Efforts

The increasing racial and ethnic diversity of classrooms in the United States presents a significant challenge to the next generation of teachers and to those responsible for their training. This book explains the steps teacher educators and policymakers must take in order to prepare a teaching force that is both culturally diverse and culturally aware. Following a preface by the editor, the volume is organized into 12 chapters: (1) "Restructuring for a New America" (Carlton E. Brown); (2) "Preparing Teachers for Culturally Diverse Classrooms" (Antoine M. Garibaldi); (3) "Countering Parochialism in Teacher Candidates" (Nancy L. Zimpher, Elizabeth A. Ashburn); (4) "Understanding the Dynamics of Race, Class, and Gender" (Donna M. Gollnick); (5) "Making Teacher Education Culturally Responsive" (Jacqueline Jordan Irvine); (6) "Learning To Teach Hispanic Students" (Ana Maria Schuhmann); (7) "Recruiting and Retaining Asian/Pacific American Teachers" (Philip C. Chinn, Gay Yuen Wong); (8) "Accommodating the Minority Teacher Candidate: Non-Black Students in Predominantly Black Colleges" (Johnnie Ruth Mills, were rated by their teachers, who also rated the portfolios. Teachers completed a questionnaire to identify their concerns about knowledge and use of portfolio information. The level of implementation by staff was higher than might have been predicted given the recent introduction of portfolios. Portfolios differentiated among demographic factors in the same ways as did other assessment measures, suggesting that they do not provide a more unfair picture than other measures. Evidence to date supports the utility of portfolios in an elementary school setting. Six tables present study data, and an appendix containing 49 tables and constituting about two-thirds of the document provides supplemental information about student performance. There is an 18-item list of references. (SLD)

ED 349 331   TM 018 972

Webb, Noreen; Yasui, Esther
The Influence of Problem Context on Mathematics Performance. Project 2.1: Alternative Approaches to Assessment in Mathematics and Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Comparative Testing; *Context Effect; *Grade 7; Junior High Schools; *Junior High School Students; Mathematics Achievement; *Mathematics Tests; Middle Schools; Pretests Posttests; *Problem Solving; Student Experience; Urban Schools; *Word Problems (Mathematics)
IDENTIFIERS- *Middle School Students

Whether or not working with more realistic and lengthier problems during instruction would make students better able to solve similar problems on achievement tests was studied for 82 seventh graders (50 in the experimental condition and 32 in the control condition) in general mathematics classes at an urban middle school. The study also investigated whether different kinds of problems (short versus extended word problems) would promote different information about students' performance and problem-solving ability. Two seventh-grade classes were assigned to the experimental situation of realistic problems, and one classroom was assigned to the control condition of textbook problems. Experience with extended realistic problems did not give students an advantage on the posttest, and the lack of experience did not seem to be a disadvantage. Different kinds of word problems did reveal different information about problem-solving skills, but these differences were only found by coding specific errors. On extended word problems, some students misinterpreted the type of answers required, something that did not happen on short problems. On short problems, students sometimes omitted a type of item altogether. Further studies will be needed to measure these aspects of problem-solving ability. Three figures and 13 tables present study findings. There are 18 references, and 9 appendixes, each containing a table of additional data. (SLD)

ED 349 332   TM 019 021

Orvis, Bruce R.; Gahart, Martin T.
Quality-Based Analysis Capability for National Youth Surveys: Development, Application, and Implications for Policy.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for

support resources, parents in governance and policy making, the focus of parent involvement, the structure of parent involvement, educational level of parents as a factor, and changing involvement at different grade levels. Chapter 3, "Effectiveness of Parent Involvement Programs," addresses the issue of why language-minority parents should become involved with their children's schooling, reviewing research that documents the importance of parent involvement to parents, teachers, and children. Chapter 4, "Creating a Home School Partnership," notes that little research has been done on some aspects of this issue and reviews research concerning characteristics of successful parent involvement programs. Included is a 98-item bibliography. (JB)

ED 349 350 UD 028 840

Craig, K. M.; And Others
The Effects of Racial Composition on Evaluations of Work Groups: Tokenism and Stereotyping.
PUB DATE- 18 May 92
NOTE- 18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Stereotypes; *College Students; Group Dynamics; Higher Education; Minority Groups; Racial Attitudes; Racial Bias; *Racial Composition; Sex Differences; *Student Attitudes; *Tokenism; *White Students; Work Attitudes

A study was done that investigated the effects of group composition on the activation of stereotypic evaluations. The effects of group composition on the subsequent activation of stereotypic processes in males and females was examined in a two (gender of subject) by three (photograph group composition: skewed, tilted, or balanced) design, with repeated measures on the latter factor. The composition of each of the photographs was varied to reflect a skewed group (token role occupants in a one-to-six ratio with majority group members), a tilted group (minority group members in a two-to-four ratio with majority group members), or a balanced group (minority and majority group members in a three-to-three ratio). Ninety-eight male and female college student volunteers were randomly assigned to view photographs of three different groups in tilted, balanced, or skewed arrangements. The reported analysis included only the 84 subjects who were white. Each subject saw and was asked to respond to three different photographic slides and asked to rate the attractiveness of each person included in each of the slides. Participants also read a brief description of three companies that provided the slides. Results, discussed in terms of the impact on the black target person, included the following: (1) judgments about a token or minority group member in a work group may influence subsequent judgments of minority group members; (2) groups that contain fewer blacks are presumed to be more efficient than groups with less extreme minority to majority group member ratios; (3) blacks in integrated groups were evaluated more harshly; and (4) whites in integrated groups were evaluated more favorably. Included are 14 references and an appendix containing 1 table. (JB)

ED 349 351 UD 028 841

Bogotch, Ira E.; And Others

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 107p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; American Indians; Black Students; Demography; Family Characteristics; Grade 8; *High Risk Students; Hispanic Americans; Junior High Schools; *Mathematics Achievement; Parent Participation; *Potential Dropouts; *Reading Achievement; *Secondary School Students; *Student Characteristics; White Students
IDENTIFIERS- *National Education Longitudinal Study 1988

The study described in this report examined the characteristics of eighth-grade students who were at risk of school failure. The study used data from the National Education Longitudinal Study of 1988, which is a large-scale, national longitudinal study begun in the spring of 1988 when 25,000 eighth graders attending public and private schools across the nation were surveyed along with the students' parents, teachers, and school principals. The students were re-surveyed in 1990, and the base year and follow-up data of NELS:88 taken together provide a wealth of information about eighth graders' as they move in and out of the U.S. school system and into the varied activities of early adolescence. This study, focused on at-risk students within the eighth grade cohort, examined the following sets of variables: (1) basic demographic characteristics; (2) family and personal background characteristics; (3) the amount of parental involvement in the student's education; (4) the students' academic history; (5) student behavioral factors; (6) teacher perceptions of the students; and (7) characteristics of the students' schools. Black, Hispanic American, and Native American students and students from low-socioeconomic backgrounds were more likely to be at-risk. Male eighth graders were more likely to have low basic skills, but were no more likely to drop out. After controlling for sex and socioeconomic status, Black and Hispanic American dropout rates were found to be the same as that for Whites. However, even when controlling for sex and economic status, Black and Hispanic American students were more likely than White students to perform below basic proficiency levels. Included are 15 tables in the text and 31 tables in 2 appendixes. (JB)

ED 349 370 UD 028 867

Diaz, Carlos, Ed.
Multicultural Education for the 21st Century. NEA School Restructuring Series.
PUB DATE- Jul 92
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Affirmative Action; Civil Liberties; Classroom Techniques; Cognitive Style; *Cultural Pluralism; Curriculum Development; Educational Environment; Elementary Secondary Education; Evaluation Methods; *Futures (of Society); *Multicultural Education; *School Restructuring; School Role; Special Education; Teacher Education Programs
IDENTIFIERS- Language Diversity

This book presents a selection of readings that address

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Audiovisual Centers; Budgeting; *Classroom Design; Costs; Educational Facilities; *Educational Technology; *Electronic Classrooms; *Electronic Equipment; Evaluation Criteria; *Furniture Design; Higher Education; Microcomputers; Needs Assessment
IDENTIFIERS- *State University of New York Buffalo

This paper gives an overview of the Media Equipped Classroom (MEC) program at the State University of New York at Buffalo. In 1988 a study was undertaken to explore alternate ways of providing media equipment services to classrooms at the university. The traditional (current) model of delivery and set-up of audiovisual equipment, relying upon individual requests of faculty, was recognized to be labor intensive and no longer efficient or effective, given the large volume of work orders processed every year. A task force was established to plan to permanently install media equipment into approximately 50 centrally scheduled classrooms and lecture halls over the next 3-5 years as a means of eliminating some of the problems and inefficiencies of the existing model. Topics covered in this paper include the rationale for change; standards for student viewing; the MEC model; basic equipment needs; security, voice, and data considerations; MEC cabinet design; faculty input and acceptance; Phase I of the MEC program; and an evaluation of the three classrooms set up in Phase I. Specific criteria used in the selection, implementation, and evaluation of Phase I are included. Drawings and layouts of the classrooms and lecture halls before and after set-up of the MEC, designs of the stacked media cabinets, media control cabinets, and projection pedestals are appended. (ALF)

ED 348 950 IR 015 611

Jolivet, Linda
African and African American Audio Visual Materials: A Selected List for Public Libraries.
PUB DATE- May 90
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; Annotated Bibliographies; *Black Culture; *Black History; Children; Computer Software; Courseware; Filmographies; *Library Material Selection; Media Selection; Microcomputers; Public Libraries; Videodisks; *Videotape Recordings
IDENTIFIERS- *African Americans; Africans; Selection Tools

The purpose of this guide is to provide a selected, recommended list of video titles that were produced by or are adaptations of works by African or African American authors. The focus of this bibliography is on videos that depict the Black experience from a Black perspective, contribute to the knowledge of Africa, or tell the accurate story of the political and cultural experience of Africans and African Americans. A primary objective of this selected list is to highlight quality documentaries and dramatic titles frequently overlooked in public library video collections. Emphasis in these materials is less on technical quality and more on the quality of the stories being told, images being projected, and the contribution of the work from an Afrocentric perspective. This bibliography may serve as a reference source for patrons, librarians, or teachers in public libraries, as well as school,

Piazza, David J.
Macintosh Step by Step: Footsteps To Follow for Learning To Use the Macintosh Computer.
PUB DATE- 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Computer Literacy; Computer Software; Guidelines; *Instructional Materials; *Microcomputers
IDENTIFIERS- *Apple Macintosh; *Computer Users; Instructions

This step by step introductory guide, which is divided into a series of 58 topics that should be familiar to any user of the Macintosh, is intended to aid new users in learning the topics that they will need to know to be successful with the Macintosh. Each topic includes the following: (1) a numbered set of sequential steps to be followed, identified by "footstep" symbols; (2) pictures showing what should be displayed on the Macintosh screen each step of the way; (3) a detailed explanation of each topic; and (4) new vocabulary terms, presented in bold type the first time they are discussed, in the numbered or explanatory text. This guide, which may also be used as a reference book to help users remember the steps of a procedure that they may have forgotten, assumes that they have access to a Macintosh computer. A glossary and an index of terms are included. (ALF)

ED 348 969 IR 015 646

Scherer, Marcia J.; McKee, Barbara G.
Matching the Student with the Most Appropriate Assistive Technology: Evaluation of the Assistive Technology Device Predisposition Assessment (ATD PA).
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Aids (for Disabled); *Educational Technology; *Hearing Impairments; Higher Education; Hypermedia; *Media Selection; *Models; Predictor Variables; Telecourses; Total Communication
IDENTIFIERS- *National Technical Institute for the Deaf; Rochester Institute of Technology NY

To those who look to technology to enhance a person's quality of life and not merely to restore capability, it is more important and cost effective to consider environmental modifications and the functions of devices within a comprehensive context of varying situations (Milieu characteristics); user interests, needs, capabilities, expectations, and goals (Person characteristics); and functions and limitations of the technology itself (Technology characteristics). This MPT Matching Person and Technology Model promotes consumer involvement and choice as well as student/parent/educator collaboration. When the variables within each of these three areas are organized according to the categories of device use (optimal and partial/reluctant) and non-use (avoidance and abandonment), it is possible to determine whether some

Hypermedia; *Instructional Effectiveness; *Performance;
Predictor Variables; Pretests Posttests; *Problem Solving;
*Programing; Programing Languages; Regression (Statistics)
IDENTIFIERS- *BASIC Programing Language; Computer Anxiety;
*HyperCard

This study compared the effectiveness of the BASIC programming language and the HyperCard authoring language on promoting problem-solving skills and the reduction of computer anxiety. Two groups of students participated in the study. One group (N=13) received instruction on BASIC and the other (N=8) on HyperCard. Students in both groups responded to the same 61-item problem-solving instrument and 20-item computer anxiety instrument during the first and 12th meetings. During the second through the ninth meetings, they received instruction on one of the programming languages; during the 10th meeting they took either the BASIC or the HyperCard test; and during the 11th meeting, the evaluated tests were returned and answers were explained. Analyses of the data indicated that the problem solving skills of the BASIC group improved from the beginning of the treatment to the end whereas the problem solving skills of the HyperCard group did not; computer anxiety decreased for both groups; the HyperCard group outperformed the BASIC group on both the programming and debugging exercises; and a negative relationship between computer anxiety and debugging emerged when dealing only with the BASIC group. It is concluded that, while HyperCard is superior to BASIC for software construction, BASIC appears to be the language of choice when the purpose is to develop problem-solving skills. The programming portions of the BASIC and HyperCard tests and exercises for debugging in the two languages are appended. (Contains 40 references.) (BBM)

ED 348 988 IR 015 696

Teles, Lucio; Duxbury, Nancy
The Networked Classroom: An Assessment of the Southern Interior Telecommunications Project (SITP). Phase 1: August 1990-August 1991. Final Report: September 1991.
PUB DATE- 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Networks; Databases; *Distance Education;
Electronic Mail; Elementary Secondary Education; Foreign
Countries; Formative Evaluation; Microcomputers; Online
Systems; School Surveys; Tables (Data); *Telecommunications;
*Teleconferencing
IDENTIFIERS- *British Columbia; *Computer Mediated Communication

The Networked Classroom was implemented by the Southern Interior Telecommunications Project (SITP) to provide computer mediated communication (CMC) to teachers and students in the southern region of British Columbia. The Networked Classroom uses telecommunication networks to link teachers and students from different locations, to support their access to information and information-sharing, and to facilitate collaboration and knowledge building. The technological infrastructure for this project is referred to as Computer-Mediated Communication (CMC), and includes computer conferencing, electronic mail, and online databases. Computer conferencing, a technology that supports group communication, was the principal medium used. Data for a formative evaluation were collected via archival search, questionnaires, interviews, videotapes of sessions, system-generated usage statistics, analysis of conference transcripts, and focus groups. This report provides an overview

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; Adult Students; Fund Raising; Instructional Materials; *Library Planning; Library Role; *Literacy Education; Nontraditional Education; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Teaching Methods; Volunteer Training

Library literacy programs may be on-going or short-term, formal or informal, large or small. Librarians need to be aware of these programming options and select the program appropriate to their community's literacy needs and the resources the library can make available. This manual is designed to assist librarians in considering options and services and as a guide to program planning and implementation. It provides a generic program plan and an action plan; describes the overall steps needed to plan and implement a library literacy program; provides a planner's checklist; presents examples of small-scale and short-term activities; describes funding options and lists potential sources; describes student recruitment activities and teaching methods; lists sources of literacy materials; describes staffing options and the training of volunteer tutors; and provides suggestions on site selection, record management, and program evaluation. The five appendices include an explanation of low literacy skill levels; a job description for a volunteer tutor; characteristics of adult learners; guides for making libraries accessible to adult learners; and programming ideas for developing literacy awareness on college campuses. (Includes 36 references.) (KRN)

ED 349 007 IR 054 101

Libutti, Patricia
Library Support for Graduate Education Research and Teaching.
PUB DATE- Apr 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Bibliographies; Content Analysis; Course Descriptions; *Evaluation Methods; *Graduate Study; Higher Education; Intellectual Disciplines; *Library Collections; *Library Instruction; Library Material Selection; Library Surveys; Research Libraries; *Resource Materials; Schools of Education; *User Needs (Information)
IDENTIFIERS- Information Literacy

This report summarizes data from three exploratory studies of Fordham University Library (New York) support for graduate education scholarship at Fordham. The first study assessed the spring 1990 course syllabi for inclusion and noninclusion of items on the bibliographies in the Fordham library system. Collection support for future course offerings was assessed by examining course proposal bibliographies for inclusion and noninclusion. A total of 2,555 citations were examined. Data are tabulated by type of publication (book, journal, and other), by publication date (pre-1986 and 1986-1990), by academic division within the Graduate School of Education, and by faculty grouping. Collection support for doctoral dissertation research was assessed by examining 1,331 citations from 15 dissertation bibliographies from May 1990 for inclusion viability of materials produced in digital formats; copyright constraints; user acceptance of digital storage of information; relative costs of buying, storing, and retrieving electronic materials; and the phased implementation of technology. Based on these analyses the university adopted four strategic planning criteria to serve as the starting point for all library space planning through 2010. Figures appended to the paper graph projected library space increases; the comparative costs of digital and remote storage; projected increases in space needs; and historical and projected space growth rates. Appended tables present data for critical need libraries, including current projected volume equivalents; current and needed reader space; current and desired use of remote storage and compact shelving; and current and projected space needs. (KRN)

ED 349 025   IR 054 151

Weatherby, James B.; And Others
Financing Rural Library Services: A Comparative Analysis.
PUB DATE- 5 Oct 90
NOTE- 32p.; Paper presented at the Annual Conference of the Idaho Library Association (Idaho Falls, ID, October 5, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Financial Support; *Library Expenditures; Library Services; Library Surveys; *Policy Formation; *Public Libraries; Public Policy; *Rural Areas; State Aid; State Legislation; Tax Allocation; Urban Areas
IDENTIFIERS- *Idaho

This paper focuses on the identification and implementation of an adequate and appropriate funding mechanism or mechanisms for the funding of rural library services in Idaho. It is noted that the data for the report were taken primarily from the U.S. Bureau of the Census, with additional data from a 1990 survey of state library officials. The funding problem is examined in the context of local government revenues, noting that the property tax is the source of most of the public library budget; property tax limitations that were enacted into state law in 1978 are inspected; Idaho's reliance upon special districts to provide a significant portion of its library service is noted; public library funding by city governments, state aid, and alternative revenue sources are also studied. Five policy recommendations conclude the report: (1) supporters of public libraries in Idaho should continue to emphasize the link between economic development and libraries; (2) local option taxes and/or fees should be authorized to give library and other local officials the right to determine the appropriate revenue mix for their area; (3) the same majority approval requirement--a simple majority--should be required for library override elections as for school district elections; (4) additional revenues should be allocated from the state general fund to purchase the new technologies that may be required to extend services to remote and unserved areas; and (5) the current property tax limitation law should be repealed. Ways in which other states have addressed similar problems are cited and their policies are compared with those of Idaho throughout the paper. Nine tables display data on various aspects of public library and municipal expenditures in Idaho and other western states. (BBM)

ED 349 026   IR 054 153

Clearinghouse for Junior Colleges. Following a foreword on Lombardi's life and work by a son and two daughters, John V., Mary Luciana, and Janice P. Lombardi, is an introduction by Arthur M. Cohen giving highlights of Lombardi's approach to his work and summarizing the introductory comments state that the 10 essays presented in this book, all of which were chosen for their relevance to issues facing contemporary community college leaders and students aspiring to leadership positions. The first essay, "Riding the Wave of New Enrollments" discusses the periodic increases and declines in two-year college enrollment and the ways that college leaders attempt to sustain the enrollments on which their funding is based. "Critical Decade for Community College Financing" provides an analysis of the perennial issues in sustaining college finances and offers a review of the feasibility of stratagems for maintaining a constant flow of dollars into the institution. Three essays respectively entitled "Faculty Workload," "The Ambiguity of the Part-Time Faculty," and "Role of the Department Chairman in Improving Instruction" address key aspects of managing faculty. The next four essays, "A New Look at Vocational Education," "Four Phases of Developmental Education," "The Decline of Transfer Education," and "The Two-Year College Student and Community Services," analyze central areas of the community college curriculum. The last essay, "Student Activism," looks at the effects on and responses to activism on college campuses. Finally, Arthur M. Cohen offers a summary and update of trends in each area addressed by Lombardi in a concluding chapter entitled "A Contemporary View of the Issues." A comprehensive bibliography of Lombardi's writings is included. (MAB)

ED 349 042 JC 920 422

Meltesen, Cal; Lucas, John A.
Follow-Up Study of 1989 Harper College Transfer Alumni. Volume XIX, No. 10.
PUB DATE- 28 Jun 91
NOTE- 71p.; For the follow-up study of 1987 Harper transfer alumni, see ED 328 300.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Alumni; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; *Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In an ongoing effort to evaluate how well William Rainey Harper College (WRHC), in Palatine, Illinois, prepares its students to transfer into baccalaureate programs, a survey was conducted of all 824 transfer-oriented students who had accumulated at least 48 semester hours of credit during the 1988-89 academic year. Study results, based on a 69% response rate, were compared with those from previous years. In addition, all transfer data sent to WRHC from senior institutions between 1979 and 1989 were analyzed. Study findings included the following: (1) 37% of the respondents were employed full-time, a decrease of 2% from the 1987 group; (2) 75% were enrolled in a college 1 year after leaving WRHC; (3) the percentage working while attending college had increased steadily, from 35.6% in 1981 to 45.2% in

DESCRIPTORS- *College Faculty; Community Colleges; Faculty College Relationship; *Faculty Development; Faculty Fellowships; *Incentives; Instructional Improvement; Professional Development; *Rewards; School Surveys; *Teacher Attitudes; *Teacher Participation; Two Year Colleges
IDENTIFIERS- Phillips County Community College AR

The purposes of a survey administered to all 60 faculty members at Phillips County Community College in Helena, Arkansas were: (1) to determine the types of incentives and rewards faculty perceive as most likely to encourage their participation in professional development activities; (2) to determine their degree of interest in specific professional development activities and topics; and (3) to assess faculty perceptions about the outcomes associated with participating in development programs. Study findings, based on a 75% response rate, included the following: (1) only 5 of 13 incentives for participating in faculty development activities were viewed by faculty as at least somewhat likely to encourage their participation; these were travel funds to attend conferences, paid release time for professional development, funds for innovative proposals to improve or develop a course, support and encouragement from senior-level administrators, and support and encouragement from department heads; (2) incentives were perceived as more likely than rewards to encourage faculty participation in the development activities; (3) among the 38 development activities listed on the survey, faculty expressed the greatest interest in those relating to changing students' attitudes or abilities, particularly in the areas of self-esteem, critical thinking, and problem solving; and (4) faculty perceived intrinsic benefits such as increased effectiveness, efficiency, and satisfaction as at least somewhat likely to result from their participation in professional development activities. Five data tables are included. (PAA)

ED 349 059 JC 920 447

Edwards, Allen G.
Preparing the Next Generation: The Kentucky Leadership Academy Model. Occasional Paper, Volume 10, Number 2.
PUB DATE- Sep 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Planning; College Presidents; *Community Colleges; Educational Trends; Females; Futures (of Society); *Individual Development; Intercollegiate Cooperation; *Internship Programs; *Leadership; Leadership Qualities; *Leadership Training; Management Development; Minority Groups; Models; Professional Development; Program Descriptions; Two Year Colleges
IDENTIFIERS- University of Kentucky Community College System

In July 1990, the Leadership Academy was established within the Kentucky Community College System (KCCS) for the purpose of preparing the next generation of leaders within the system's 14 colleges. An eight-member advisory board, appointed by the chancellor of the KCCS, set about developing the activities of the Academy. The three goals adopted by the board included: to develop leaders for the KCCS from the ranks of the community college faculty and staff; to increase the number of women and minorities in leadership roles at all levels; and to develop a model of leadership training and networking which could be used in other states and districts. Presidents from each of the 14

Cooperation; Nontraditional Education; School Community Relationship; School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Beacon College Projects; Diversity Concept

The American Association of Community Colleges' Beacon College Project (BCP) uses funds from the Kellogg Foundation to award two-year grants to "Beacon" community colleges to form consortia with at least five associate colleges, designed to improve a specific aspect of institutional life. A total of 26 projects, many involving community organizations as well as colleges, have been funded for the classes graduating in 1992, 1993, and 1994, focusing on areas as varied as student retention, diversity, and faculty, curriculum, and workforce development. This directory provides a brief description of each consortia directed by the following Beacon Colleges: American River College, California; Baltimore City Community College, Maryland; Calhoun State Community College, Alabama; Chemeketa Community College, Oregon; College of DuPage, Illinois; Collin County Community College, Texas; Community College of Aurora, Colorado; Front Range Community College, Colorado; Houston Community College, Texas; Kalamazoo Valley Community College, Michigan; Kapiolani Community College, Hawaii; Kentucky Community College System; Lake Michigan College; Maricopa Community College System, Arizona; Massachusetts Bay Community College; Metropolitan Community College, Nebraska; Miami-Dade Community College--South, Florida; Middlesex County College, New Jersey; Midlands Technical College, South Carolina; Oakton Community College, Illinois; Rio Hondo College, California; Rockland Community College, New York; St. Louis Community College at Meramec, Missouri; San Juan College, New Mexico; Santa Fe Community College, Florida; and Sinclair Community College, Ohio. Other relevant data, such as associate college contacts, are included. (MAB)

ED 349 076 JC 920 469

Box, Wilford Winston
The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.
PUB DATE- Aug 92
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrative Organization; Building Operation; *Custodian Training; Educational Facilities; Equipment Maintenance; *Management Systems; Operations Research; Problem Solving; *School Maintenance; Two Year Colleges
IDENTIFIERS- *Southwest Texas Junior College

A study was conducted of the physical plant maintenance department (PPMD) of Southwest Texas Junior College (SWTJC), in order to determine if the department was structured as a functional organization, if maintenance control procedures were in place, and if efficient management practices were being used. Consultations with the director of the PPMD and the air conditioning heating technician, as well as an examination of department and personnel records, revealed the following: (1) inadequate control measures for conducting maintenance; (2) an absence of a training program for maintenance personnel; (3) unconfirmed alignment of work positions due to lack of an organization structure chart; and (4) insufficient managerial competencies for personnel in supervisory positions. Subsequently, two organizational charts were created; the first

Administration for Children and Families, U.S. Department of Health and Human Services before the National Association of Child Care Resource and Referral Agencies (Washington, D.C., February 20, 1992).
PUB DATE- 20 Feb 92
NOTE- 13p.; Paper presented to the National Association of Child Care Resource and Referral Agencies Conference, "Breaking Through: New Frontiers for Child Care" (Washington, DC, February 20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Block Grants; *Community Information Services; *Day Care; Decision Making; Early Childhood Education; *Federal Government; Government Role; Parents; *Public Agencies; Referral; Social Agencies; Welfare Services
IDENTIFIERS- *Administration for Children and Families

One of the goals of the America 2000 initiative is that by the year 2000, all children in the United States will start school ready to learn. Child care will play a major role in the achievement of this goal due to the fact that nearly half of all preschool children spend a significant portion of time in child care settings outside of the home. Diversity in child care settings is important, because the needs of families rarely fit neatly within the boundaries of any one program. Resource and referral agencies play a vital role in helping parents make informed choices from their many options. Responsibility for most child care programs in the Department of Health and Human Services rests with the Administration for Children and Families (ACF). ACF is directly responsible for: (1) child care assistance associated with job opportunities and basic skills training; (2) transitional child care for Aid to Families with Dependent Children recipients; (3) care that supports low-income working parents for at-risk children; (4) the Child Care and Development Block Grant; (5) social services block grants; (6) child welfare services that support state child care programs; (7) dependent care planning and development programs; and (8) Head Start. Through such programs, ACF helps families afford child care; helps increase the availability of child care; sets standards to ensure the health and safety of children in child care settings; and helps families make informed choices through consumer information and resource and referral efforts. (AC)

ED 349 095 PS 020 651

Crites, Marsha; And Others
The Agelink Project Replication Manual: An Intergenerational School-Age Child-Care Program.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 151p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Elementary Education; Elementary School Students; *Intergenerational Programs; Older Adults; Program Descriptions; Program Evaluation; Program Implementation; *School Age Day Care; Volunteers; *Volunteer

approval system. The fourth issue concerns the implementation of a career development system. Steps involved in implementation include: (1) developing a coordinating committee; (2) developing a profile of training needs; (3) understanding state licensing rules; (4) compiling information about training programs; (5) developing salary guidelines; (6) convening a statewide advisory group; (7) requesting state funds; (8) lobbying for a training approval process; and (9) establishing a training and planning fund. (BC)

ED 349 114 PS 020 789

Success Starts Young: Expanding the Promise of the Illinois Preschool Program.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jul 92
NOTE- 67p.; Additional funding for this report was provided by the Ronald McDonald Children's Charities, the Protestant Foundation Fund of Greater Chicago, and Prince Charitable Trusts.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Agency Cooperation; Breakfast Programs; *Community Involvement; Disabilities; Enrollment; Full State Funding; Limited English Speaking; Parent Participation; Preschool Children; *Preschool Education; *Program Evaluation; School Readiness; *State Programs; *Teaching Methods
IDENTIFIERS- Children at Risk of Educational Failure IL; Developmentally Appropriate Programs; *Illinois; Illinois (Chicago)

In 1986, Illinois implemented the Children at Risk of Educational Failure preschool program. By the 1991-1992 school year, almost 25,000 children were enrolled in the program. This document reports on accessibility to, and community involvement in, the program, and instructional and evaluation practices used in the program. The section on accessibility discusses the topics of state funding and program enrollment, full-day programs for children of working parents, and children with disabilities or limited English proficiency. Several topics relevant to the program's operation in Chicago are examined. The section on family and community involvement considers the topics of parent involvement in the preschool program, school meals, and interagency cooperation in early childhood education. The section on instructional practices and evaluation examines the topics of developmentally appropriate practices, individual assessment profiles, an annual program review, and a longitudinal program evaluation. For each topic discussed, at least one recommendation is offered. Appendices present data on program funding and enrollment for the eight most populous cities, and for each county, in the state. A bibliography of 36 items is provided. (BC)

ED 349 115 PS 020 795

Parent Partnerships: Linking Families, Communities, and Schools. A Statement of Regents Policy.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Alaska, October 19, 1991).
PUB DATE- 92
NOTE- 143p.; Appendices contain small, faint type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alaska Natives; *American Indian Languages; *Bilingual Education; Community Education; Elementary Secondary Education; *Eskimo Aleut Languages; *Federal Legislation; Hearings; Higher Education; *Native Language Instruction; Native Speakers; Teacher Education
IDENTIFIERS- Congress 102nd; *Cultural Preservation

This Senate hearing received testimony expressing the concern that Alaska Native languages are dying, and suggesting ways to stimulate and improve Native language instruction in schools and community settings. The director of the Alaska Native Language Center (University of Alaska, Fairbanks) provided information about the history of suppression of Native languages in Alaska schools. Of 20 Native languages, only Central Yupik and St. Lawrence Island Yupik are still spoken by children. Village and tribal elders, chiefs, teachers, students, and parents discussed the following issues: the loss of cultures as children cannot speak with grandparents; the shared childhood experience of being punished in school for speaking Native languages; the need to train fluent Native speakers as language teachers and then pay them and treat them as professionals; the possibility of allowing Native languages to substitute for "foreign" languages in the curriculum; the need for Native language instructional materials; the importance of allowing Native peoples to design school language programs; and suggestions for community programs of language and culture. All witnesses supported proposed federal legislation to fund: construction of language facilities, community language programs, programs to train Native speakers as teachers, production of instructional materials, programs to train Alaska Natives to produce Native language television and radio programs, and efforts to record and preserve Native languages. Appendices contain letters supporting S. 1595, lists of the status of 20 Alaska Native languages, and instructional materials available in Yupik. (SV)

ED 349 132 RC 018 778

Jackstadt, Steve; Huskey, Lee
Adventures in the Alaska Economy.
SPONS. AGENCY- Alaska Council on Economic Education.
PUB DATE- 90
NOTE- 119p.; Art by John D. Dawson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alaska Natives; *Culture Contact; *Economics Education; Elementary Secondary Education; Fiction; Instructional Materials; Social History; *State History
IDENTIFIERS- *Alaska; Arctic; Historical Fiction

This publication was developed to increase students' understanding of basic economic concepts and the historical development of Alaska's economy. Comics depict major historical events as they occurred, but specific characters are fictionalized. Each of nine episodes is accompanied by several pages of explanatory text, which enlarges on the episode and introduces economic concepts. Episodes portray: (1) the precontact lives of the Aleuts and other Alaska Natives, their

ED 349 150 RC 018 813

Roff, Glenn
Creativity in Crisis.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Rural Education Research Association Conference (Alice Springs, Australia, February, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Programs; Creativity; Distance Education; *Economic Factors; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Parent Attitudes; *Rural Education; Rural Schools; *School Business Relationship; School Community Relationship; *Shared Resources and Services; Student Attitudes
IDENTIFIERS- *Australia

This paper suggests that educational resources and opportunities currently in operation in rural Australia are brought forward during times of crisis. The paper discusses five aspects of education in rural Australia that are a response to the perceived sense of crisis and that have improved the general and comparative quality of rural education, including: (1) the increased potential for curriculum innovation, seen in such approaches as alternative scheduling and use of local resources; (2) the level of cross system cooperation by which schools share staff and technology to produce positive response from parents and students; (3) the administrative demands of the New South Wales Reform Act in such areas as technology and foreign language, which have been met through shared resources and distance education; (4) the positive outcomes from community closeness, which promotes social capital and the informal curriculum; and (5) the increased potential for school business enterprises with uniquely rural industries such as cultivation, tree propagation, animal husbandry, mussel farming, and aquaculture. (KS)

ED 349 151 RC 018 817

Stiegelbauer, Suzanne
The Individual is the Community; The Community is the World: Native Elders Talk about What Young People Need To Know.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the American Educational Research Association Meeting (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *American Indian Culture; American Indian Education; American Indians; *Community Role; *Developmental Stages; Elementary Secondary Education; *Experiential Learning; Foreign Countries; *Intergenerational Programs; Learning Processes; Older Adults

This paper describes an image of the learner and the relationship of the learner to society from the perspective of a set of Mohawk and Ojibway Elders participating in an Elders and Traditional Teachers Advisory Council at a Native Center in Toronto. Information from the Elders is presented in the following sequence: (1) traditional views of childhood, growth, and the "path of life"--the kinds of stages individuals go

Association for Research in Science Teaching (March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Foreign Countries; *Geometric Concepts; Geometry; Mathematics Education; *Matter; *Problem Solving; Schemata (Cognition); Science Education; Secondary Education; Thinking Skills
IDENTIFIERS- *National Assn for Research in Science Teaching; *Problem Structure

A study was conducted in Israel to determine effects of external similarity in problem structure on students' responses. Fifty students from each of the 7th, 8th, 10th, and 12th grade levels were presented with three problems involving successive divisions that were similar in structure. The problems asked separately whether the processes of continually halving a line segment, a copper wire, or a cup full of water would come to an end. The order of the questioning was varied to counterbalance the effect that order might have. Results indicated that the frequency of responses indicating that the process was infinite increased with grade level. Findings indicate that procedural similarity affected students' responses with 51% of the students giving the same response to all three problems. A study of response patterns revealed that figural similarity minimally affected students' responses with 16% of the students giving finite responses to the line segment and copper wire and an infinite response to the water problem, or vice versa. (MDH)

ED 349 169 SE 052 984

Stevenson, Frederick W.
Exploratory Problems in Mathematics.
PUB DATE- 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Computer Assisted Instruction; Creative Thinking; *Creativity; *Discovery Learning; Discovery Processes; Elementary Secondary Education; Enrichment Activities; Fractions; Geometric Concepts; Higher Education; Inquiry; *Learning Activities; *Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Number Concepts; *Problem Solving; Programing; Secondary School Mathematics; Thinking Skills
IDENTIFIERS- *Discrete Mathematics

This book attempts to introduce students to the creative aspects of mathematics through exploratory problems. The introduction presents the criteria for the selection of the problems in the book. Criteria indicate that problems should: be immediately attractive, require data to be generated or gathered, appeal to students from junior high school to graduate school, involve fundamental mathematics concepts, have satisfying solutions, and suggest several other problems. Chapter 1 describes the exploratory process that includes an inductive phase, a deductive phase, and a creative phase. Chapter 2 illustrates this process in a problem incorporating the calculator in the exploration. All the problems in the book follow the same format. The format includes a paragraph about the problem, them? Final comments note that different educators have different concerns related to each question, that none are as simple as they may first appear, and that the answers offered in this booklet will soon have to be supplemented by questions and answers more immediately related to local needs and priorities. (70 references) (PR)

ED 349 186 SO 021 842

Zepper, John T.
On the Road to a New School.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Educational Reform in International Perspective Conference (March 22, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Development; *Educational History; Educational Objectives; Educational Philosophy; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education
IDENTIFIERS- Gorbachev (Mikhail); *USSR

Reform of the Soviet Union's educational system was begun again in the 1980s under Mikhail Gorbachev with the goal of educating the Soviet citizen to function effectively in a newly restructured economy. This paper takes stock of the efforts to reform Soviet schools undertaken between 1984 and 1990. Soviet educators recognized that reconstruction of social and economic life, the reconstruction of secondary and higher education, and the course of reform of the entire educational system were intertwined. Among the problems with Soviet schools cited by educators were the lack of funding for education, poor facilities, the poor health of Soviet children, and the lack of relevance to their lives with which students viewed their education. The social studies teaching was in a state of crisis because students and educators questioned the value of teaching the communist ideology. The rigid academic curriculum in Soviet schools was cited as a further problem. Only 2.8% of the curriculum was devoted to electives; consequently, much of the curriculum has become useless and formalized for the students. Other problem areas discussed included vocational education, teacher education and training, and problems related to ethnic groups. (DB)

ED 349 187 SO 021 891

Ridarelli, Carol Marie
Intifada: Voices of the People in the Arab-Israeli Conflict.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Arabs; Area Studies; *Conflict; Ethnic Groups; Foreign Countries; *International Relations; *Jews; *Peace; Secondary Education; Social Problems
IDENTIFIERS- *Intifada; *Israel

This paper presents material from interviews with Israeli Jews and Arabs concerning the Intifada (Palestinian uprising to gain through their acquisition of knowledge, skills and attitudes. The guide provides the tools necessary to help students inform themselves about: current economic, demographic, agricultural, industrial, and political conditions; implications of the forces for change; governmental structure; issues directly affecting young people; and procedures to make government responsive to the needs of the people. The guide contains five chapters: (1) "The Special Challenge of Governing California"; (2) "The Structure of California Government"; (3) "Government Decision-Making in California: Politics, Lobbyists, and the Press; (4) "The Legislator's Dilemma: The Ideal and the Reality of Decision Making"; and (5) "Making Government Work for You." Each chapter includes a narrative summary, a reading from primary sources and other supplementary materials that stimulate thought and discussion, topics for student research, and activities for the classroom. The activities are those that have been successfully used by California teachers in the classroom. A glossary and a 14-item bibliography also are included. (DB)

ED 349 210 SO 022 313

Community of Learners.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Educational Resources; Elementary Education; *Elementary School Students; Learning Activities; Parent Child Relationship; Parent Participation; *Parents as Teachers; Skill Development; *Social Studies; Student Educational Objectives
IDENTIFIERS- Warren Township Independent School District IN

This guide invites parents of elementary students in an Indianapolis, Indiana school district to play an active role in helping their children to become productive citizens. The guide defines social studies, lists social studies skills, and outlines the various social studies strands. Fifty-six activities are suggested by which parents and children can learn about social studies. The activities are arranged by social studies topics and grouped according to what is most appropriate for each level. Resources available to parents in Indianapolis and the surrounding area are listed. Seven maps are included. (DB)

ED 349 211 SO 022 320

Performance-Based Education Project: A Component of the Institutional Outcomes Model. Course Prototype. U.S. History 121 (HIS121).
PUB DATE- Sep 91
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Competency Based Education; *Course Descriptions; Course Evaluation; Educational Objectives; History Instruction; *Instructional Effectiveness; Student Educational Objectives; Two Year Colleges; *United

Riddle, Robin; And Others
Major Concepts/Events in United States-Soviet Union Relations: From the Origins to Recognition. Topic #4 in a Series of International Security and Conflict Curricula for Grades 9-12 and Community College.
PUB DATE- 88
NOTE- 108p.; International Security and Arms Control Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Foreign Policy; Higher Education; High Schools; *International Relations; Learning Activities; Social Studies; United States History; *Units of Study; World History
IDENTIFIERS- *USSR

This 4-day supplementary curriculum unit is designed for use in social studies classes at the upper secondary (9-12) and community college levels. The curriculum unit seeks to explore the roots of contemporary relations between the United State and Soviet Union through an examination of how that relationship evolved from the 18th century to the 1930s. Three lesson plans form the framework of the unit: (1) A historical and geographical introduction to U.S.-Russian relations; (2) The evolving complexity of U.S.-Russian/Soviet relations; and (3) Early 20th century relations. Fifteen student handouts to be used in the lesson plans are included. Five appendices also are included: (1) Related activities; (2) Connections to social science textbooks; (3) Connections to California's history/social science framework and model curriculum standards; (4) Bibliography; and (5) Educational philosophy. Connections to California's history/social science framework and model curriculum standards; (4) Bibliography; and (5) Educational philosophy. (DB)

ED 349 233 SO 022 397

Living in a Global Age. A Simulation Activity for Upper Elementary and Secondary Level Students.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics Education; Elementary Secondary Education; Experiential Learning; Foreign Countries; Global Approach; *Instructional Materials; *International Trade; *Learning Activities; *Simulation; Teaching Methods; World Affairs
IDENTIFIERS- *Global Education

Designed to introduce concepts in international trade and global economics to upper elementary and secondary level students, this simulation activity engages students in the group task of assembling flashlights. A variety of topics can be explored, such as energy shortages, international crises, relationships between rich and poor nations, foreign diplomacy, interdependence, cross-cultural communication, and global systems. The activity creates a miniature three-nation world that typifies, and at the same time simplifies, the interaction

Objectives; Units of Study
IDENTIFIERS- *Northwest Territories (Yellowknife)

This unit is designed to help teachers of students in grades one through three in the Northwest Territories (Canada) meet social studies program goals and to develop student language learning. The unit focuses on Yellowknife, the capital of the Northwest Territories, and features nine lesson plans: location, physical features, transportation, touring Yellowknife, people of Yellowknife, the recent history of Yellowknife, the economy, Yellowknife as capital, and recreation in Yellowknife. Notes for teachers, resources, and introductory, culminating, and evaluation activities also are included. (DB)

ED 349 256 SO 022 589

Beach, Waldo
Ethical Education in American Public Schools. Reference & Resource Series.
PUB DATE- 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Conservatism; *Curriculum Development; Educational Environment; Elementary Secondary Education; *Ethical Instruction; Moral Development; Moral Values; *Public Schools; Religion Studies; Social Problems

The intent of this book is to analyze the moral and social problems that currently plague U.S. schools. The volume outlines what can be done to confront the problems of student behavior in and outside the classroom. Illegal drug use, theft and deceit, sexual practices, and race relations are among the troubling issues facing educators. Religious conservatives seek to preserve the religious and moral traditions of the past, for they see the abandonment of these values as the source of current problems. An entirely different approach to moral education is advanced by professional theorists of education and child psychologists. Two specific programs of this group are values clarification, and the cognitive development theories of Lawrence Kohlberg. This book argues that a better approach to moral education is to seek a middle path between the two approaches. This strategy for ethical instruction is described for both the "visible" curriculum and the "hidden" curriculum. Moral education may occur in the prescribed curriculum in such areas as health sciences and hygiene, social studies, and literature and the arts. Attention to the "hidden" curriculum involves developing a proper moral climate in the schools. How the curriculum is taught is as important as What is taught. A 36-item selected bibliography is included. (DB)

ED 349 257 SO 022 590

Lynch, Allen
The Soviet Breakup and U.S. Foreign Policy.
PUB DATE- 91
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)

Minnesota Mentorship Survey by mentees, mentors, principals, and board/advisory committee members. All sites interpreted their data, and an evaluator prepared a data report for each of the sites plus a combined report. Teams from the 11 sites, along with the mentorship task force, met in workshops with the evaluator to review the data, identify accomplishments and problems, and plan changes. The greatest impact of the program was on the mentees' understanding of teacher roles and responsibilities. The impact was slightly less on teaching performance and personal development. The specific influence of the mentor was greatest on the mentee's development as a person; impact on the mentee's teaching performance was less than expected. One-to-one mentoring was the key to success, and support for the program by school administrators was positive. Data are presented on mentoring outcomes, mentee-mentor relationships, Teacher Mentoring Scales, components of the mentorship program, training and support for mentors, preferences for one or two years of mentoring, and leadership and support for the mentorship program. Summaries of accomplishments and disappointments for the public school districts involved are included. (SM)

ED 349 274 SP 033 968

McCammon, Laura A.
Organizational Factors Disrupting the Development of a Self-Managing Group of Teachers.
PUB DATE- Apr 92
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Collegiality; *Educational Change; *Group Dynamics; Group Experience; High Schools; Magnet Schools; Organizational Climate; *Organizational Effectiveness; Organizational Theories; Peer Relationship; School Restructuring; *Teacher Attitudes; *Teamwork; Theater Arts

This study had three purposes: to observe the formation and development of a teacher workgroup over the course of an academic year; to explore the connections between a teacher workgroup and the organization which supported it; and to determine the relationship between the organizational support given to the school, which was undergoing a massive restructuring program, and the dynamics of the change process. The teacher workgroup consisted of the four teachers in the theatre arts department at an urban southwestern magnet high school. Qualitative case study methodology was used to collect data. Results of the study indicate that the drama teachers did not become a cohesive workgroup during the 1990-91 school year under study. The primary reason appears to be that they were not thought of as a team, nor were attempts made to create a team. An examination of events that were instrumental in formation of the group suggests reasons why the members of the workgroup failed to coalesce as a team. The analysis is made within the theoretical framework of five evolutionary phases of group development: orientation, dissatisfaction, resolution, production, and termination. In addition, four factors stemming directly from the organization of the school itself seemed to have been instrumental in preventing the group from developing effectively. The factors were as follows: no attention to building a team; no clear establishment of limits of the team's

Researchers

This paper examines the role of teachers and their relationship with university researchers in collaborative educational research. Three models of collaboration are examined, literature on collaborations is reviewed, and preliminary findings regarding the effectiveness of an alternative collaborative model are presented. A review of reports on research projects that were labeled "collaborative" suggests that equitable collaboration between teachers and university researchers is problematic. One reason is that, generally, each partner has a different primary goal. The proposed alternative model of teacher-researcher collaboration, which was implemented in 1991-92, is based on a research team that had two distinct components: the school teachers, and the university researchers. Both groups had as their goal the better understanding of how teachers use representations (e.g., questions, examples, analogies, and metaphors). The university researchers were engaged in doing case study research, and the teachers were engaged in collaborative action research. There are complications built into this model and other complications that arose during implementation. These complications have contributed to the results of a preliminary analysis of data on the model which indicates that the model is not achieving its goal. (IAH)

ED 349 294 SP 034 036

Love, Ida Higginbotham; Levine, Daniel U.

Performance Ratings of Teacher Aides with and without Training and Follow-Up in Extending Reading Instruction.

PUB DATE- Apr 92

NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Observation Techniques; Grade 1; *Inservice Teacher Education; Kindergarten; *Outcomes of Education; Primary Education; *Reading Skills; *Staff Development; Student Motivation; *Teacher Aides; Videotape Recordings

IDENTIFIERS- *Training Effectiveness

This study examined the effects of training and follow-up training on teacher aides' effectiveness in the reinforcement of reading skills and motivational techniques introduced by kindergarten and first-grade classroom teachers. The following questions were addressed: (1) are trained assistants rated as more effective than untrained assistants? (2) are trained assistants who participate in a single follow-up session rated as more effective than those with initial training only? and (3) are trained assistants who participate in a second follow-up session rated as more effective than those with only one follow-up session? Participants (N=66) were organized into 2 groups: 44 were enrolled in 40 hours of in-service training, with half selected randomly to participate in either 1 or 2 follow-up sessions; the other 22 served as a control group. Data were gathered utilizing classroom observations and video-taped lessons, with rankings completed by central office administrators. Results indicate that teacher assistants receiving training and follow-up in extending classroom instruction were more effective than those without training, and that those with follow-up training were rated as more

Cozetta W. Buckley); (9) "Tapping Nontraditional Sources of Minority Teaching Talent" (Richard I. Arends, Shelley Clemson, James Henkelman); (10) "Changing School Culture To Accommodate Student Diversity" (Linda F. Winfield, JoAnn B. Manning); (11) "Diversifying Assessment: A Key Factor in the Reform Equation" (Leonard C. Beckum); and (12) "Restructuring for Diversity: Five Regional Portraits" (Sharon S. Nelson-Barber, Jean Mitchell). (LL)

ED 349 313 TM 018 307

New York, the State of Learning: A Report to the Governor and the Legislature on the Educational Status of the State's Schools. Statistical Profiles of Public School Districts.
PUB DATE- Feb 92
NOTE- 244p.; For a related document, see TM 018958.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Annual Reports; Educational Finance; Elementary Secondary Education; Enrollment; *Institutional Characteristics; *Profiles; *Public Schools; *School Districts; School Statistics; State Programs; State Surveys; *Student Characteristics; Student Evaluation; Tables (Data); *Teacher Characteristics; Test Results
IDENTIFIERS- *New York; New York State Regents Examinations; Status Reports

The annual report on education in New York State required by the legislature is presented in two volumes. This volume, the second part, presents individual school district profiles. It is a companion to "New York, the State of Learning: Statewide Profile of the Educational System." Both publications were derived primarily from information submitted by the district superintendents. Data are grouped into categories for New York City, large city school districts, other city districts, suburban districts, and rural districts. Information on the more than 700 districts in the state is presented in six tables (117 pages): (1) Table 1 presents district type and information on student characteristics and enrollment; (2) Table 2 summarizes information about teachers and educational finance; (3) Table 3 contains results of several student evaluation programs; and (4) Tables 4, 5, and 6 contain results of New York State Regents' Examinations in 12 subjects. A glossary precedes the tables. (SLD)

ED 349 314 TM 018 606

Marsh, Herbert W.
What Makes a Difference during the Last Two Years of High School: An Overview of Studies Based on High School and Beyond Data.
PUB DATE- Apr 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 14-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Catholic Schools; Educational Research; Extracurricular Activities; Family Structure; High Schools; *High School Students; *National Surveys; *Outcomes of Education; Predictor Variables; Public Schools; Self Concept; Sex Differences; Single Sex Schools; Student Attitudes; Student

Force Management and Personnel (DOD), Washington, DC.
PUB DATE- Mar 89
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aptitude Tests; Armed Forces; *Estimation (Mathematics); *Evaluation Utilization; High School Students; Mathematical Models; Maximum Likelihood Statistics; *Military Personnel; *National Surveys; Policy Formation; Probability; Public Policy; Quality Control; Recruitment; Scores; Test Results; *Young Adults
IDENTIFIERS- *Armed Forces Qualification Test; *Youth Attitude Tracking Survey

As part of the military recruiting effort, the Department of Defense sponsors surveys of the national youth population to help design recruiting and advertising strategies. This report develops and applies a method of using the information contained in national youth surveys to estimate the probability that respondents taking the Armed Forces Qualification Test (AFQT) would score above the 50th percentile. The method described can be applied for a variety of purposes and provides a means of estimating the proportion of high aptitude youth in the surveyed population. The developed method is applied to selected results from the Youth Attitude Tracking Survey for 1985, the primary survey sponsored on an ongoing basis by the Department of Defense, but it can also be applied to other similar surveys. The method is a two-equation maximum likelihood estimation procedure that accounts for an individual's probability of taking the AFQT and the correlation between error terms in the testing and AFQT equations. Analyses indicate that the AFQT estimation method produces accurate results. Respondents' probabilities of scoring in the desired range are in close agreement with actual test results for the high school and non-high school student models. Thirty-one tables and 4 figures present study data, and there is a 16-item list of references. (SLD)

ED 349 333 TM 019 026

1991 at a Glance. Executive Summaries of Reports from the Office of Research and Evaluation.
PUB DATE- Mar 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Educational Objectives; Educational Planning; Elementary Secondary Education; *Evaluation Methods; *Instructional Effectiveness; Pilot Projects; *Program Descriptions; Program Effectiveness; Program Evaluation; *Research Projects; *School Districts
IDENTIFIERS- *Austin Independent School District TX; Synopses

This document presents effectiveness charts that demonstrate the impact of various programs of the Austin (Texas) Independent School District (AISD) on strategic objectives of the district and executive summaries of all reports produced by the AISD's Office of Research and Evaluation in 1990-91. The programs described in the effectiveness charts are complex efforts to provide services to students within the context of other school-based interventions. The charts summarize the relationships

Linking School Level Innovations with an Urban School District's Central Office.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Educational Cooperation; Educational Innovation; Elementary Secondary Education; *Institutional Environment; Institutional Role; *Instructional Innovation; Principals; *School Administration; School Districts; *Urban Schools

A study was done of the relationship between school district central offices and school-based innovations in a large urban school district. The study looked specifically at the work relationships among central office personnel and their behaviors and attitudes toward school-based innovations. Data were collected through a survey administered to 30 principals and 30 central office personnel. In addition, all central office personnel were interviewed about their roles, responsibilities, and working relationships. Analysis of the data found little evidence either structurally or behaviorally, that the school system had a clear understanding of what innovation is, the complexity of implementation, or its role in improving the delivery of student services. Further, there was little commitment to innovation and risk-taking, to rewards, and to use of research and development. Central office encouragement of innovations was limited to informal relationships among individuals, and in some instances, administrators choose which schools were to receive innovative programs funded by a grant. In other instances, schools developed their own responses to problems with or without the knowledge, support, or encouragement of the central office. Suggestions for restructuring based on five research questions are included. (Contains 5 tables; 40 references.) (JB)

ED 349 352 UD 028 842

Palladino, John
An Evaluation Study of Teacher and Supervisor Perception of Program Impact on Teacher Change.
PUB DATE- 5 Aug 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; College Bound Students; Curriculum Development; Faculty Development; High Schools; *Inservice Teacher Education; Program Effectiveness; Program Evaluation; *Secondary School Teachers; *Supervisors; *Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; Urban Schools
IDENTIFIERS- *Newark School System NJ; *Project THISTLE

An evaluative study was done of Project THISTLE (Thinking Skills in Teaching and Learning), a program designed to improve the basic skills of urban college-bound high school students by working with their teachers in an integrated process of curriculum and staff development. In particular, the evaluation looked at the impact of the program on teachers, as perceived multiculturalism and school restructuring as a reference for schools working to enrich their school-improvement agendas. The readings treat many areas within curriculum and student achievement. The 13 chapters are as follows: (1) "The Next Millennium: A Multicultural Imperative for Education" (C. F. Diaz); (2) "Multicultural Education: Nature, Challenges, and Opportunities" (J. A. Banks); (3) "Effective Teaching Practices for Multicultural Classrooms" (G. Gay); (4) "Institutional Climate: Developing an Effective Multicultural School Community" (V. O. Pang); (5) "Learning Styles: Implications for Teachers" (K. Swisher); (6) "Rethinking the Role of Gender and Achievement in Schooling" (J. Bernard-Powers); (7) "Evaluation Practices for the Multicultural Classroom" (R. J. Samuda and J. Lewis); (8) "We Speak in Many Tongues: Language Diversity and Multicultural Education" (S. Nieto); (9) "Reducing Prejudice in Society: The Role of Schools" (G. S. Pate); (10) "Involving Special Educators in Challenging Injustice in Education" (C. E. Sleeter and C. Hartney); (11) "Educating for Human Rights: A Curricular Blueprint" (R. L. Garcia); (12) "Institutionalizing Multicultural Education in Teacher Education Programs" (N. F. Daly and D. J. O'Dowd); and (13) "Resistance to Multicultural Education: Concerns and Responses" (C. F. Diaz). An Afterword entitled "The Leadership Challenge in Multicultural Education" (C. A. M. Banks) concludes the volume. An annotated bibliography of 18 items and information on the 16 contributors are also provided. (JB)

ED 349 371 UD 028 868

Ellsworth, Nancy J.
Types of Instructional Strategies Modeled in Urban Teacher Education Courses.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Courses; Elementary Secondary Education; Factor Analysis; *Graduate Students; Higher Education; Interpersonal Competence; *Learning Activities; Scientific Methodology; Special Education; Student Attitudes; Student Responsibility; *Teacher Education; Teacher Education Curriculum; *Teaching Methods; Urban Education; *Urban Universities
IDENTIFIERS- Student Surveys

A study was done to investigate the organization of teaching and learning activities experienced in teacher preparation courses in an urban university. A survey instrument developed for the study was administered to 254 trainees in 20 regular and special education courses. The graduate teacher education courses were stratified by educational setting (on campus/off campus) and subject areas (regular/special education), since the learning activities might differ between settings. A principal components analysis yielded five factors. The first factor, containing items that reflected the teacher's expectations that students use the "scientific method," accounted for the greatest variance in responses and indicated that whether instructors in teacher education courses do or do not encourage students to use the scientific method is a critical determinant organizing students' perceptions of the teaching-learning process. The apparent focus of the second factor was teachers expecting students to use "behavioral processes." This factor relied on behavioral strategies, such as engaging in practice and feedback. The third factor was university, and research libraries. Intended for adult, young adult, and general audiences, the materials listed include items of interest to a wide range of individuals from junior high school to adult. There are separate sections on videotapes for children, videodiscs and computer software, and review and selection sources. Each entry includes the names of the producer, director, and distributor as well as a summary. Lists of distributors, film festivals, and the Black Filmmakers Hall of Fame (1990) Competition Awards are appended, and an alphabetical index of titles is provided. (ALF)

ED 348 951 IR 015 612

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Summary Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 32p.; For a related report, see IR 015 614.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Computer Software Development; *Demonstration Programs; *Educational Technology; Educational Television; Elementary Secondary Education; *Grants; Interactive Video; Microcomputers; Multimedia Instruction; *Program Evaluation; Program Implementation; State Legislation; *State Programs; State Surveys; Statewide Planning; Telecommunications; Videotape Recordings
IDENTIFIERS- *California

This report provides a brief summary of the major findings and recommendations derived from an extensive study of educational technology programs funded by the State of California since 1984 under two legislative acts, AB 803 and AB 1470. An independent evaluation of educational technology programs required by AB 1470 was conducted by The Far West Laboratory for Educational Research and Development and American Institutes for Research in 1991. The evaluation design emphasized both formative assessment of program implementation and summative assessment of educational and program outcomes. This evaluation report is expected to serve as a primary source of information for the California Planning Commission for Educational Technology in developing the California Master Plan for educational technology and to help to inform and shape future policy, planning, implementation, and evaluation of educational technology in California. Major sections of this report are: (1) Background and Overview; (2) Educational Technology Programs Funded from 1989-1991, including School-Based Educational Technology Grants, Software Development Partnerships, Level I and Level II Model Technology Schools, Instructional Television Agencies, and the California Technology Project; (3) Educational Technology Programs Funded from 1984-1989; and (4) Overall Analysis, Conclusions, and Recommendations. (ALF)

ED 348 952 IR 015 613

Chick, John
Building for the Future: The Development of Distance Education Programmes at Makerere University of Uganda. Consultant Report 6.
PUB DATE- Feb 90
NOTE- 42p.

intervention or modification is needed for a person to gain maximum satisfaction and functional gain from use of the technology. To assist educators with the psychosocial and technical issues involved in matching students with technologies, a collaborative model has been developed which includes three consumer-oriented instruments: (1) Technology Overload Assessment (TOA); (2) Assistive Technology Device Predisposition Assessment (ATD PA); and (3) Educational Technology Predisposition Assessment (ET PA). Three examples illustrate use of educational technologies by hearing-impaired students--two pilot telecourses; the use of a hypercard stack in an existing lecture/discussion course; and adults' use and non-use of assistive listening devices (ALD)--and it is concluded that the ATD PA and ET PA seem to have done a good job of discriminating predispositions to technology use by satisfied and less satisfied users. (ALF)

ED 348 970 IR 015 647

A Primer on Cabling Design and Implementation: Considerations for Decision-Makers.
PUB DATE- May 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Cable Television; Check Lists; Distance Education; *Educational Facilities Design; Educational Television; Elementary Secondary Education; Facility Planning; Learning Resources Centers; Library Automation; Local Area Networks; Microcomputers; School Districts; *Telecommunications; Teleconferencing
IDENTIFIERS- Workstations

This guide for school administrators and staff is intended to be used in conjunction with the "Guidelines To Provide Uniform Wiring Service for Telecommunications in North Carolina Public Schools" as they: begin planning for cable implementation in the schools; work with architects and builders in the design and implementation of cabling systems; endeavor to match instructional and administrative activities with the telecommunications structures they are creating; and manage these systems over the long-term. The guide is divided into five sections: (1) Purpose; (2) Planning/Implementation (overview/getting started, people involved, general statutes governing, and chronology); (3) Cable Design, Implementation and Use (introduction, key features, structure, cabling design phases, and cable management); (4) Matching Instructional/Administrative Activities with Telecommunications Structure (generic examples for telecommunications and for television, case studies, and common questions and answers); and (5) Diagrams and Appendices (a glossary, a computer facility planning guide, Television Allocations Study Organization (TASO) picture quality descriptions, channel designations and transmitter locations for the University of North Carolina Center for Public Television (UNCCPTV), and local area network (LAN) configuration diagrams). (Contains 33 references.) (ALF)

ED 348 971 IR 015 648

Norris, Cathleen A., Ed.; Poirot, James L. Ed.

of Phase 1 of the project and its objectives, a description of the SITP resources, and the attributes of this new technology as perceived by project participants. It also contains information on participants' usage patterns, and an account of types of impacts this medium is having on SITP users and schools. The report concludes with research findings and recommendations to improve SITP in Phase 2. Appendices provide additional information, including descriptions of the research methodology used, the SITP conferences, and SITP approaches to online learning. (Contains 31 references.) (BBM)

ED 348 989 IR 015 782

Sivin, Jay P.; Bialo, Ellen R.
Ethical Use of Information Technologies in Education: Important Issues for America's Schools.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Software; Curriculum Development; Educational Technology; Electronic Mail; Elementary Secondary Education; *Ethics; Intellectual Property; *Legal Problems; *Policy Formation; Privacy; Program Evaluation; Purchasing; *Teaching Methods
IDENTIFIERS- Computer Crimes; Software Piracy

In response to the rapid growth of computer crime and such illegitimate practices as piracy and fraud, the National Institute of Justice and the Office for Educational Research and Improvement have formed a partnership to promote school programs on the ethical uses of new technologies. This report, the first of the partnership, is designed to assist schools in preparing a strategy to address technology-related issues. It begins by presenting six possible scenarios to illustrate the importance of policies and educational programs to address such issues as physical and intellectual property rights, the right to privacy, and limitations on the right to free expression. It then offers an overview of technology ethics issues for teachers, school administrators, and members of the community concerned about school policy, and explores the answers to four questions: (1) why technology issues are important for U.S. society; (2) how information technology can change what is considered to be ethical behavior; (3) why so many students find the concept of intellectual property confusing; and (4) what schools can do to address these problems. Discussion of what schools can do focuses on defining and implementing school policy and incorporating technology ethics issues into the curriculum. Additional information is presented in four "boxes": (1) The Impact of Computer-Related Crime; (2) Information Technology and the Law; (3) Cost-Effective Purchasing Options for Schools; and (4) Teaching Ideas from the Computer Learning Foundation's Responsible Computing Contest. Nineteen endnotes are provided as well as a list of 43 references; a list of 10 associations and agencies to contact for further information is appended. (BBM)

ED 348 990 IR 015 816

Weir, Sylvia

and noninclusion. The third study focused on student information literacy needs. One hundred and sixty-one students from all three divisions within the Graduate School of Education responded to a self-report on their educational information literacy. A focus group of 74 of these respondents were given a variant questionnaire that surveyed the preferred methods of delivery of information literacy instruction. Based on these responses, library staff provided an array of new resources and instructional formats. The five appendices provide information about the library's resources, collection development guidelines from the School of Education, and a copy of the education information literacy self-report survey instrument given to students. (Includes 19 references.) (KRN)

ED 349 008 IR 054 103

Missouri Governor's Conference on Library and Information Services (Jefferson City, Missouri, November 16-17, 1990): Final Report.
PUB DATE- 91
NOTE- 23p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conferences; Democracy; Financial Support; *Library Services; Literacy; *Planning; Productivity; Publicity; State Programs
IDENTIFIERS- Delegate Selection; *Governors Conference Library Info Services MO; *Missouri; White House Conference Library Info Services

This final report on the Missouri Governor's Conference on Library and Information Services begins by describing activities during the planning stage, the selection of 200 delegates to the conference from applications submitted by individuals, and publicity prior to the conference. The charge to the delegates by Monteria Hightower, Missouri State Librarian, is then presented, followed by excerpts from major presentations on the three themes of the 1991 White House Conference on Library and Information Services: (1) "Library and Information Services for Democracy" (Thomas F. Eagleton); (2) "Library and Information Services for Literacy" (Lois A. Bader); and (3) "Library and Information Services for Productivity" (A. Drue Jennings). The political process used to select 12 delegates to the White House Conference is described and the delegates are listed under the categories they represent, i.e., library professionals, library supporters, government officials, and the general public. The resolutions adopted by the delegates to the state conference are listed in priority order under the appropriate theme--democracy, literacy, or productivity. Resolutions concerning funding for Missouri libraries are also listed. The presentation of the conference resolutions to the governor is noted and the role of the delegates at the national conference is briefly described. Lists of organizations exhibiting at the conference and the members of the governor's conference planning committee are included. (BBM)

ED 349 009 IR 054 104

Millen, Celeste; And Others
Outline of Standards for Migration to Integrated Online System.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English

Wright, Paula
"Information, Information Everywhere and Not..."
PUB DATE- 4 Jun 92
NOTE- 14p.; Paper presented at a Meeting on Information and Rural Economic Development (Clarion, PA, June 4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; Census Figures; Demography; *Economic Development; Electronic Publishing; Federal Programs; Industry; *Information Sources; *Rural Areas; State Programs; *Statistical Data; Surveys
IDENTIFIERS- *Bureau of the Census; Printed Materials

Demographic and economic materials relevant to rural economic development are the focus of this description of the types of information that are collected by the U.S. Bureau of the Census and how this information can be accessed. Information provided on demographic materials includes collection methods--the census, surveys, and administrative records--and the advantages and disadvantages of the three collection methods. It is noted that two types of data are available from the 1990 census--100% data from the short form questionnaire and sample data from the long form questionnaire. The sampling pattern is explained and the types of data available from each questionnaire and data products available for small-area geography are indicated. Current demographic surveys are also described. Information available from the economic censuses (conducted every 5 years), the agriculture census (conducted concurrently with the economic censuses), and "County Business Patterns" is indicated, including reports on geographic areas and industry. Information on how to order materials from the Census Bureau is provided and the availability of Census Bureau data from state and business/industry data centers is indicated. It is noted that data can be purchased from the Census Bureau in several formats, including printed reports, computer tapes, microfiche, technical documentation, and CD-ROMS. (BBM)

ED 349 027 IR 054 155

Schwartz, Candy; Hines, Rich
Library Services and the Online Campus Gateway. Final Report.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Nov 89
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; *Computer Networks; *Computer System Design; *Gateway Systems; Higher Education; *Library Services; Menu Driven Software; Online Systems; Questionnaires; Surveys; Telecommunications; User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Massachusetts Institute of Technology

The Massachusetts Institute of Technology (MIT) Libraries intend to provide a gateway from the campus-wide telecommunications network into the electronic, printed, and human resources offered by the library systems. The design of such a gateway requires an understanding of both current and potential library users, the needs of those users, their library research habits, 1987 and 52.9% in 1989; (4) as in the past, most students who had transferred to senior institutions were business majors at both WRHC and their four-year school; (5) the percentage employed as unskilled laborers had decreased from 14% among 1987 alumni to 7.6%; (6) the average salary of alumni was $21,676; (7) 50.6% of the transferring alumni stated that all of their WRHC courses transferred; (8) 67% reported earning a grade point average (GPA) of 3.0 or better at their four-year school; (9) as in the past eight studies, GPA's earned at four-year institutions (with the exception of the University of Illinois at Champaign) were higher than those earned at WRHC; (10) data from senior institutions revealed that the GPA's of WRHC transfer students were lower than those of other community college transfer students; and (11) transferring alumni rated all services at WRHC higher than those at their four-year institution. Narrative responses and the survey instrument are included. (MPH)

ED 349 043 JC 920 424

Meltesen, Cal; Lucas, John A.
Student Characteristics as Compared to the Community Profile of Fall 1990. Volume XX, No. 2.
PUB DATE- 30 Sep 91
NOTE- 34p.; For the fall 1989 comparison, see ED 328 308.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; College Credits; Community Colleges; Comparative Analysis; Continuing Education; Credit Courses; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to develop a profile of fall 1990 students, compare student and community demographic data, and analyze the percentage of various community sub-groups served by the college. A random sample of 500 degree credit students (DCS's) and 300 non-degree credit students (NCS's) were surveyed, representing 3.4% and 3.3% of the total student populations of the two groups, respectively. Based on responses from 371 (74%) of the DCS's and 231 (77%) of the NCS's, combined with an analysis of 1990 census data, study findings included the following: (1) 40% of the DCS's had taken college courses before attending WRHC, and 10% had at least a bachelor's degree; (2) one-third of DCS's indicated an intention to transfer to a four-year institution, while two-thirds of the NCS's enrolled in courses for general interest; (3) the average student age was 26 years for DCS's and 42 years for NCS's; (4) 2.5% of the district population was enrolled in WRHC degree programs in fall 1990; (5) 63% of the DCS's and 80% of the NCS's indicated that they were employed full-time, earning average annual salaries of $33,724 and $48,963, respectively; (6) sources of funding for college reported by the DCS's were the student's own money (57%), employer contributions (16%), parental funds (13%), and spouses (8%), while funding sources among NCS's included the student's own money (77%), employer contributions (10%), spouses (10%), and parental funds (2%); and (7) primary enrollment influences continued to be friends and relatives, convenience, and the availability of specific programs and offerings. Detailed data tables and the survey colleges created their own selection process for nominating one candidate and an alternate to participate. During the first year of the Academy, the advisory board selected 20 participants. The Academy, which has just begun its second year of operation, uses an experiential learning model, consisting of the following three stages: (1) a 4-day summer institute focusing on state and national issues in education, business and government, as well as personal growth and development concerns; (2) a fall internship at the participants' home college under the mentorship of their president or dean; and (3) two fall retreats focusing on the culture, politics and problems of the region as they relate to the KCCS. Participants are required to submit written evaluations following each stage. To insure the current leadership's involvement in the project, the 14 college presidents review and advise the work of the Academy board, host the summer institute, and plan and implement the retreats. (PAA)

ED 349 060 JC 920 448

Dowd, Steven B.
Academic Integrity--A Review and Case Study.
PUB DATE- Aug 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cheating; College Role; Community Colleges; Ethics; *Integrity; Literature Reviews; Moral Values; *Plagiarism; Policy Formation; *School Policy; Teacher Influence; *Teacher Role; *Teacher Student Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- Lincoln Land Community College IL

Focusing on the role of the community college in promoting academic integrity, this paper provides a review of the literature and a case study describing the development of a relevant college-wide policy. First, a general overview of the role of colleges in promoting values is presented. Next, the literature review on cheating and plagiarism in colleges defines cheating and its consequences, looks at the grey areas, discusses why students cheat, and asks how community colleges, with primarily adult student bodies, can ensure acceptable values and behaviors. Practical suggestions for preventing cheating in the classroom are also provided, following which the case study, describing the activities of the Academic Standards Committee at Lincoln Land Community College (LLCC), in Springfield, Illinois, is presented. The case study reports on a survey of LLCC faculty to determine if academic dishonesty was a problem on the campus, and the debate surrounding the development of a policy statement which would encourage honesty, and provide guidelines for instructors that conform to higher education's standards. The paper concludes with recommendations proposing that: (1) the academic institution must be a role model; (2) faculty and colleges must teach students how and why not to cheat; (3) policies must empower both students and faculty; (4) policies must be adaptable to individual faculty member's and institution's needs; (5) the reasons students cheat must be examined; (6) the administration must support faculty; and (7) integrity should always be stressed over cheating. LLCC's survey instrument and academic integrity policy statement are appended. (MAB) reflected the PPMD's current structure, while the second suggested revisions to the structure designed to improve utilization of human, material, and financial resouces. Drawing on a review of the literature, a general maintenance employee training program was developed which included job breakdown sheets, and a key-point checklist. In addition, SWTJC's president established the Long Range Planning Committee for Physical Plant Maintenance and Energy Management to oversee ongoing organizational changes. Appendixes include the training breakdown sheets and checklist, sample employee training record forms, an instructional system model, and list of problem solving techniques for the workplace. (MAB)

ED 349 077 JC 920 472

Dean, Winston
Student Success and Instructor Pass Rates.
PUB DATE- Apr 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Algebra; Community Colleges; *Courses; Difficulty Level; Grading; *Mathematics Curriculum; Mathematics Instruction; Mathematics Teachers; *Predictive Validity; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS- Grossmont College CA; *Pass Rates

Over the past 3 years, the Mathematics Department of Grossmont College, in California, has examined the issues of course standards, instructor grading variability, and course placement. In 1990, a study was conducted to determine if the Elementary Algebra instructors with lower pass rates had higher standards, and if their students had a higher probability of passing Intermediate Algebra. The pass rates of 15 Elementary Algebra instructors who had taught at least 200 students each in a total of 142 sections between 1986 and 1989 were analyzed. Of the 5,788 students enrolled in the elementary course during this period, a total of 2,451 had passed it. These students were tracked individually through summer 1990 to ascertain first-try pass rates in the Intermediate Algebra course. Study findings included the following: (1) instructors with lower pass rates did appear to have higher course standards; (2) the lower the instructor's pass rate in Elementary Algebra, the higher their students' probability of passing Intermediate Algebra, though the probability of passing both courses was about the same for entering students of all instructors; and (4) not all students had enrolled in Intermediate Algebra as their next math sequence. Implications for current practice and data tables are provided. (MAB)

ED 349 078 PS 020 113

Musun-Miller, Linda
Children's Birth Order as a Mediator in Responses by Mothers and Siblings.
PUB DATE- Apr 91
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Training
IDENTIFIERS- *AgeLink Project NC; North Carolina (West); Training Materials

Chapter 1 of this document introduces AgeLink, a 5-year model intergenerational child care project for school-age children. The project implemented after-school services that linked children with volunteer older adults in 17 western North Carolina counties. Ten sites participated in the project between 1984 and 1989, and 11 sites currently have children enrolled in the program. The report consists of five chapters. Chapter 1 provides an introduction and overview of the project. Chapter 2 lists activities necessary to the implementation of an AgeLink program. These include conducting a needs assessment, developing a budget, forming an advisory committee, formulating policies and fees, and publicizing the program. The recruitment, screening, training, support, and management of volunteers is considered in Chapter 3. Chapter 4 offers guidelines to AgeLink trainers for training project volunteers. A training manual that can be used in a two-session training program is provided. Chapter 5 discusses evaluation of the project. Appendices include: (1) suggested projects, games, and songs to be used by volunteers and children; (2) a list of household items that can be used by children; (3) a list of children's books about intergenerational relationships; (4) the results of a statistical analysis of the AgeLink program; and (5) a description of an intergenerational after-school program for young adolescents. (BC)

ED 349 096 PS 020 653

Freedman-Doan, Carol; And Others
Looking Forward to Adolescence: Mothers' and Fathers' Expectations for Change.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Mar 92
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (4th, Washington, DC, March 19-22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Family Environment; Family Life; *Parent Child Relationship; *Parent Influence; *Parents; *Sex Differences
IDENTIFIERS- *Parent Expectations; Puberty; Relationship Change Research; Relationship Quality

A total of 137 mothers and 76 fathers of sixth graders rated their relationship with their child in terms of closeness or conflict. Parents also provided data concerning their expectations for their child's changes over the next 2 years, and the degree to which they influenced their child's behavior and would influence it when the child became an adolescent. Mothers rated the amount of pubertal change they believed their child had already experienced. Results indicated that parents thought their daughters would become more emotional during adolescence than their sons. Mothers thought they would have more influence over their children's peer associations than did fathers. Fathers of boys expected their relationship with their children to become more positive over time. Parents of opposite-sex children were more concerned that their children would increase their degree of separation from the family during adolescence than were parents of same-sex children. Parents

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Role; Community Role; *Educational Policy; *Elementary Secondary Education; *Family Role; *Family School Relationship; Higher Education; *Parent Participation; School Business Relationship; *School Community Relationship; School Role; State Departments of Education
IDENTIFIERS- *New York

This policy paper of the Regents of the University of the State of New York describes the need for partnerships between parents and schools, principles underlying such partnerships, and obstacles to establishing such partnerships. In addition to covering these topics, the first part of the paper discusses family, community, and school responsibility for children's education and offers guidelines for developing programs for children and families. The second part of the paper lists the activities of participants in parent partnerships in New York State. These participants are drawn from: (1) families; (2) boards of education, community school boards, and school districts; (3) schools; (4) communities; (5) institutions of higher education; (6) libraries, museums, and cultural institutions; (7) the business community and labor organizations; and (8) the state education department. A list of members of an external advisory committee that helped develop this policy paper is appended. (BC)

ED 349 116 PS 020 802

Hertel, Cary; And Others
Touch Window versus Power Pad: A Comparison of Response Rates by 3- and 4-Year-Old Handicapped and Nonhandicapped Children.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Disabilities; *Input Output Devices; *Performance Factors; *Young Children
IDENTIFIERS- Response Patterns; *Touch Terminals

This study investigated the effect of input devices on the use of a computer program by 3- and 4-year-old handicapped (n=9) and nonhandicapped (n=9) children in a small community in northwestern Kansas. Children used a software program that taught them how to understand colors and shapes. This program was used to collect data on the user's number of correct, incorrect, and total responses. Children were divided into two groups, one of which used a screen touch window to access the computer, and one of which used a power pad, or touch-sensitive tablet, to access the computer. After 4 weeks, children switched to the use of the opposite input device for another 4 weeks. Results indicated that handicapped children produced fewer responses than nonhandicapped children when they used the touch window, and more responses when they used the power pad. All but three children produced more responses when using the power pad than when using the touch window. Compared to nonhandicapped children, handicapped children exhibited a higher percentage of accurate responses when using the touch window, and a lower percentage when using the power pad. All children exhibited a higher percentage of accurate responses when using the touch window than when using the power pad. Thirteen references are cited. (BC)

ED 349 117 PS 020 804

use of natural resources, the hunting of sea mammals, and first contact with Russian fur traders; (2) expansion of the fur trade as the Russians hired Aleut hunters, attacks by the Tlingits as hunters moved into their territory, the founding of Sitka and subsequent battles, and the depletion of fur-bearing animals; (3) Yankee whalers and commercial whaling in the Bering Sea; (4) shipping Alaskan ice to California, and the sale of Alaska from Russia to the United States; (5) the impact of the Klondike gold rush, and the growth of gold mining in Alaska; (6) salmon fishing and canneries, and the arrival of Chinese immigrant labor; (7) construction of the Alaska Railroad; (8) Alaska's role in World War II, and the subsequent economic boom; and (9) passage of statehood. This publication contains 33 references. (SV)

ED 349 133 RC 018 779

Beck, Mary Giraudo
Shamans and Kushtakas: North Coast Tales of the Supernatural.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Alaska Natives; *American Indian Culture; *American Indian Literature; Elementary Secondary Education; *Mythology; Religion; *Tales
IDENTIFIERS- Haida (Tribe); *Shamanism; Tlingit (Tribe)

The Tlingit and Haida are Native Americans who inhabit southeast Alaska and share many traditions and stories. Written by a non-native scholar, this book contains nine Tlingit and Haida tales concerned with shamans and kushtakas. Land otters were fearful hybrid beings of the spirit world. Able to live on land and in water, they had the special mission of saving persons lost at sea or in the woods and transforming them into kushtakas, creatures similar to themselves but who retained some human qualities. Land otters and kushtakas were suspected of kidnapping or actively luring people to their kingdom. The shaman mediated between the spirit world and the human realm and was a figure of great power who inherited or was "called" to his role. The shaman's extraordinary powers made him the proper adversary for the kushtaka, and the shaman was often called upon to struggle with the kushtakas for a person's spirit. The tales dramatize the values and traditions of Tlingit and Haida societies and provide models for emulation and examples of the individual and social consequences of improper or irreverent behavior. Many characters undertake some form of classic journey, beset by dangers, challenges, and sacrifices for personal or communal benefit. A preface and introduction discuss Tlingit and Haida culture. This book contains illustrations created by a Native artist. (SV)

ED 349 134 RC 018 780

Fillmore, Lily Wong
Latino Families and the Schools.
PUB DATE- 90
NOTE- 10p.; Contains small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Failure; *Child Development Centers; *Early Childhood Education; *Educational Experience; Elementary

through as they progress through life and the educational implications of these stages; (2) discussion of the importance of experience in the learning process; (3) qualities of individual action and growth as expressed in the notion of the Medicine Wheel, which conceptualizes life into "empowerment" and "consciousness" sides, emphasizing people's responsibilities to themselves and to each other; (4) discussion of the relationship of the individual to the community in terms of the kinds of attitudes and activities that contribute to becoming a responsible adult within society; and (5) commentary on how this traditional "image of the learner" relates to the philosophical views of other educational institutions. Approaches such as active learning, cooperative learning, child-centered learning, and multi-age grouping consider the child's need to explore, to learn from experience, to share with others and to learn to cooperate for the common good. The school as community can help the individual become stronger and individuals can help the community become stronger. (KS)

ED 349 152 RC 018 818

Horwood, Bert
Integration and Experience in the Secondary Curriculum.
PUB DATE- Jun 92
NOTE- 17p.; Paper presented at the Annual Conference of the Canadian Society for Studies in Education (Charlottetown, Prince Edward Island, June 5-8, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adventure Education; English Curriculum; Environmental Research; *Experiential Learning; Foreign Countries; Group Dynamics; High Schools; *Integrated Curriculum; *Learning Processes; Oral History; Outdoor Education; *Parent Participation; Peer Relationship; Physical Education; Program Evaluation; *Student Attitudes
IDENTIFIERS- Ontario; Wilderness

This report describes and evaluates the TAMARACK integrated curriculum package implemented in a high school classroom in Ontario (Canada). The program integrates environmental science, physical education, and English through experiential instruction. The highlights of the program were producing a magazine of oral history, wilderness trips in challenging and environmentally significant areas, and two experiments in local research laboratories under the direction of working scientists. Parents were actively involved with the class. To evaluate the program, pre-program interviews, mid-point interviews, and post-semester interviews with students and parents were audio-recorded. At the end of the semester, students were beginning to articulate a sense of unity and coherence within TAMARACK. Four transcendent qualities integrating the TAMARACK curriculum were identified: (1) complete process, which refers to students performing complete productive tasks involving a series of steps; (2) authenticity, which refers to the fact that their work was embedded in the real world; (3) community, which refers to relationships developed among classmates; and (4) responsibility, which involved responsibility to the group as well as the individual. Curriculum integration can be viewed as bringing different disciplines together into the same time or place or as transcending disciplines and focusing on a larger social and questions to be explored, and a suggested beginning for the exploration. Chapters 3, 4, and 5 describe three mathematical excursions that illustrate the format while demonstrating the power of calculators and computers in the process. Chapters 6, 7, and 8 present 60 problems in chapters entitled "Twenty Mathematical Excursions," "Twenty Mathematical Expeditions," and "Twenty Computer-assisted Explorations." The excursions are generally shorter and perhaps easier; the expeditions are more extensive and open ended; and the computer explorations need a programmable hand calculator or a computer. Explorations involve topics such as prime numbers, Fibonacci sequences, Pascal's triangle, continued fractions and chaos. A list of suggested readings has 22 entries. (MDH)

ED 349 170   SE 052 994

Niess, Margaret L.; Erickson, Dianne K.
The Oregon Mathematics Teachers of Middle School Mathematics Project. A Curriculum Development and Leader Training Project for Middle School Teachers of Mathematics. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Covariance; *Change Agents; Curriculum Development; Educational Change; Educational Strategies; *Inservice Teacher Education; *Instructional Innovation; Instructional Materials; Intermediate Grades; Junior High Schools; Lesson Plans; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Middle Schools; Multivariate Analysis; Staff Development; Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; *NCTM Professional Standards for Teaching Math; Oregon

This document reports the results of The Oregon Mathematics Teachers of Middle School (TOMTOMS) project focused on improving the curriculum and the teaching of mathematics in middle school in support of recent calls for mathematics education reform. Twenty seventh-grade teachers, representing the geographic regions in Oregon, were chosen from a statewide pool of applicants to participate in the TOMTOMS project. The TOMTOMS program, divided over two summers, consisted of course work designed to increase the teachers' knowledge and skills in mathematics, curriculum design, curriculum implementation, leadership skills, teaching methods, and alternative assessment strategies. Following participation, data was collected on student achievement, students' beliefs and attitudes, teacher demographics, availability of curriculum materials, and teacher implementation of the curriculum reforms via a coded planning schedule called "the calendar." Seventeen of the 21 teachers who completed the project and used TOMTOMS teaching materials and their 289 students were subsequently compared to a control group of 13 seventh-grade teachers who used traditional text materials and their 200 students on students' achievement, as well as their beliefs and attitudes. Correlations of TOMTOMS teachers' use of new activities and teacher questionnaire responses with residual gains in students' achievement and students' attitudes and beliefs were also presented and discussed. Achievement test results analyzed using ANCOVA with the pretest as the covariate revealed no differences. MANCOVA analysis compared TOMTOMS class attitudes/beliefs with those of freedom from Israeli rule); interviews were conducted during a visit to Israel. The material is offered to teachers interested in teaching about the Arab-Israeli conflict. An analysis of the interviews revealed several conclusions, including: there was very little personal interaction between Israeli Jews and Arabs, the majority of Jews interviewed were willing to give up land for peace, and the majority of Arab Israelis interviewed wanted peace and the freedom to choose their own destiny. A number of activities for teachers to conduct with students are suggested. (DB)

ED 349 188 SO 021 892

Thompson, Kathryn F. B.
Algunos Animales de Latino America = Some Animals of Latin America.
PUB DATE- 89
NOTE- 58p.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Bilingual Education; *Bilingual Instructional Materials; Elementary Education; Foreign Countries; Instructional Materials; *Latin American Culture; Learning Activities; *Social Studies; *Spanish
IDENTIFIERS- *Latin America

Developed by the Latin American Culture Studies Project for educators of elementary level children, these materials are designed to teach students the Spanish and English names of animals found in Latin America. The lesson includes coloring sheets, duplicating masters, fact sheets, the card game Maymayguashi, and directions for preparation. (DB)

ED 349 189 SO 021 893

White, Emily; And Others
The I Have a Dream/Coro Summer Work Partnership Project: Pilot Training Program. Initial Assessment.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; *Disadvantaged Youth; Grade 10; High Schools; *Internship Programs; *Program Evaluation; Student Experience; Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- Coro Foundation NY; I Have a Dream Program

In the summer of 1991, 24 students, members of an I Have a Dream (IHAD) program, took part in a pilot program to introduce them to the work force through internships augmented by a training program. The Coro Foundation was contacted by IHAD to run the training program, which was adapted to the needs of disadvantaged students entering 10th grade. This study focused on Coro's contribution to the pilot program. Over a 6-week period, the training included a week-long orientation followed by Friday seminars throughout July, and a final weekend retreat of approximately 12 days. This report analyzed the pilot program and curriculum, less as an evaluation than as an

States History

This document is an assessment of a performance-based education project that involved a United States history course, offered at a community college. Thirty-two student performance objectives are outlined and lesson plans designed to achieve each objective are presented. Each lesson plan consists of an instructional topic, prerequisites, interest approach, performance objective, preassessment, learning experiences, post-test, references and resources, and notes. Topics covered in the course include political, social, and religious issues, commercial institutions, mobility, culture, labor, and foreign affairs. The text of the course is "The American People: Creating a Nation and a Society," Volume One, by Nash, Howe, Davis, and Winkler (1990). (DB)

ED 349 212 SO 022 325

Korra, Herb, Comp.
Multireligious, Multicultural, and Multiethnic Calendar.
PUB DATE- 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Educational Resources; Elementary Secondary Education; *Ethnic Groups; Global Approach; *Holidays; *Multicultural Education; *Religion Studies; Social Studies; World History
IDENTIFIERS- Global Education

This guide features materials concerning ethnic and religious groups and the annual dates important to those groups. Specifically, the guide contains an index of religious holidays; a list of the historical dates important to Buddhism, Confucianism, Christianity, Hinduism, Islam, and Judaism; and a calendar that lists, by month, cultural and religious holidays and events that are important to various ethnic groups. Activities for utilizing these materials in the classroom also are suggested. (DB)

ED 349 213 SO 022 326

Soren, Barbara J.
Nurturing Minds, Spirit, and a Love of the Arts and Sciences: Museums and Performing Arts Organizations as Educators: A Comparison.
PUB DATE- 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Cultural Activities; Cultural Awareness; *Cultural Centers; *Cultural Education; *Cultural Enrichment; *Cultural Opportunities; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Lifelong Learning; Museums; Role of Education; Teaching Methods

Schools, museums, and performing arts organizations each have roles to play in educating the public and enhancing awareness and understanding of the arts, science and culture. Moreover, these organizations have developed a symbiotic relationship, needing each other to help fulfill their mutual goals. School and conflict that take place among three kinds of nations today: (1) energy rich/low technological level; (2) high technological level/energy poor; and (3) some energy resources/highly industrialized. The activity simulates actions and feelings found in the global marketplace, although no existing nation is actually being represented. Because student reactions are genuine and sometimes intense, debriefing and discussion are essential elements of the activity. (DB)

ED 349 234 SO 022 398

Scarcity and Survival in El Salvador. Grades Six to Twelve.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 85p.; Slides available from producer. The Latin America Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Developing Nations; *Economics Education; Foreign Countries; Geographic Concepts; *Geography Instruction; Instructional Materials; Intermediate Grades; *Rural Areas; Secondary Education; Skill Development; Social Studies; Teaching Methods; *Units of Study
IDENTIFIERS- *El Salvador

This unit, designed for use with students in grades 6-12, has two purposes: (1) to inform teachers and students about social and economic conditions in rural El Salvador; and (2) to teach students how to analyze the indicators of such social and economic conditions. The six included lessons incorporate reading, graphing, and critical thinking skills along with the social science skills: data gathering from maps, interpretations of charts and graphs, and evaluation of new sources. The titles of the six lessons are: (1) A profile of El Salvador, (2) Geography and population, (3) Land use in rural El Salvador, (4) Urban contrasts, (5) A visit to rural Tenancingo, and (6) El Salvador and the U.S. Media. Some lessons involve the use of slides. Three appendices are included: (1) List of key individuals, (2) Timeline of recent events in El Salvador, and (3) Annotated bibliography on El Salvador for teachers and students. (DB)

ED 349 235 SO 022 399

Two Visions of the Conquest. Grades 9-12.
PUB DATE- 88
NOTE- 53p.; Latin America Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; High Schools; *Historiography; *History Instruction; Social Studies; Teaching Methods; Units of Study; *World History
IDENTIFIERS- *Aztec (People); *Mexico; *Spaniards

The Spanish conquest of Mexico provides the context for this unit, designed for use with students in grades 9-12. It is intended that students will learn about the process of writing history and ways of assessing various historical accounts, and background about the Spanish conquistadors and the vanquished

DESCRIPTORS- Foreign Countries; *Foreign Policy; *International Relations; Nationalism; Political Divisions (Geographic); Political Science; Self Determination; Social Change; *World Affairs; World History
IDENTIFIERS- *USSR

This issue of a quarterly publication on world affairs explores the historical significance of the disintegration of the Soviet Union and the implication for U.S. foreign policy. With the breakup of the USSR in 1990-91, Russia for the first time this century does not have control over the non-Russian nations of its former empire in Central Asia, the Caucasus, and the Slavic Republics of Ukraine and Belarus. Absolutist rule has for the first time in Russian history given way to the beginnings of constitutional government. The years in which Mikhail Gorbachev led the Soviet Union (1985-91) are reviewed. These years triggered four major simultaneous revolutions--in the economy, in the political system, in the relations among the nations that made up the USSR, and in foreign policy. Facts and figures about the 12 republics (excluding the 3 Baltic republics) that constituted the old Soviet Union are provided. The role of nationalism in the collapse of the empire and the rise of Boris Yeltsin in the Russian Federation are discussed. Russian nationalism as expressed by Yeltsin is seen as a healthy phenomenon because it reflects an understanding that Russia can no longer afford to remain an imperialist state. Issues affecting the international community that have been raised by the breakup are discussed, including the question of control over nuclear weapons and the deeply rooted economic problems. The United States will have to develop a multi-level set of policies toward the 11 republics that are part of the new Commonwealth of Independent States as well as Georgia, which remains outside the federation. It is in the interest of the international community (especially the United States) that there should be a stable transition to a new political order within the former USSR. It is essential to keep in mind, however, that any "solution" to the problems besetting the Russian nation should be seen as a Russian solution and not as a foreign import; therefore, the United States should restrain its enthusiasm for engineering solutions. This book concludes with an 11-item annotated reading list and discussion questions for classroom use. (DB)

ED 349 258 SO 022 669

Goldstein, Ricki; Sarna, Shirley
Let's Talk about Human Rights. Students' Books 1-3. Teacher's Guides, Books 1-2.
PUB DATE- 91
NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Citizenship Education; *Citizenship Responsibility; *Civil Liberties; Foreign Countries; Human Dignity; International Law; Law Related Education; Social Values; Student Educational Objectives; Teaching Methods; *Values Education
IDENTIFIERS- *Canada

These documents are designed to introduce students to some of the fundamental concepts, principles, and values of human rights authority and responsibility; no training or support; and unproductive leadership intervention. (IAH)

ED 349 275 SP 033 971

Ryan, Patricia M.; Fayne, Harriet R.
Building Consensus: Articulating a Knowledge Base for Teacher Education.
PUB DATE- Feb 91
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); College Faculty; Cooperating Teachers; Curriculum Development; Educational Cooperation; Elementary Secondary Education; Higher Education; Liberal Arts; Models; *Preservice Teacher Education; Program Evaluation; *Schools of Education; *Self Evaluation (Groups); Standards; Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- *Knowledge Base for Teaching; *National Council for Accreditation of Teacher Educ; Otterbein College OH

The National Council for Accreditation of Teacher Education (NCATE) developed new standards to contribute to reform in teacher education. However, during the first 2 years of implementing the new standards, a large number of colleges were turned down, in part because of a lack of guidelines and conceptual clarity. Significant to these standards is the preparation of a knowledge base for which there is conceptual confusion. A design for a self-study at larger teacher education programs has been developed and described; this paper describes a model for developing an NCATE self-study for a middle or small sized program. Otterbein College (Ohio) developed a 3-stage model, implemented over a 3-year period, for self-study of its status with regard to NCATE standards. The program model maximizes input from three sources: professional education faculty, liberal arts faculty, and cooperating practitioners. In stage 1, education faculty studied and measured existing offerings against certain established characteristics of a knowledge base. Liberal arts faculty reviewed general program objectives, objectives specific to their teaching areas, and admissions requirements. Practitioners, through an advisory committee, listed characteristics of successful beginning teachers and related these characteristics to admissions requirements and program goals. In stage 2 a curriculum alignment study was conducted, and discrepancies between state and NCATE guidelines and present offerings were identified. Stage 3 involved the education department in drafting and redrafting a document, eventually reaching consensus. All aspects of the process and the minutes of the initial faculty meeting are presented in five tables. (IAH)

ED 349 276 SP 033 972

Carr, John C.; Dunne, Kathy
The New Hampshire Mentor Project: Bridging the Gap between Concept and Application.
PUB DATE- Nov 91
NOTE- 12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).

effective than those without follow-up training. (LL)

ED 349 295 SP 034 037

Rebel, Karlheinz
The Professionalization of Teachers--The State of the Theoretical Art in Germany.
PUB DATE- Apr 92
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Foreign Countries; *Professional Recognition; *Teacher Welfare; *Teaching (Occupation)
IDENTIFIERS- Germany; *Professionalization of Teaching

This paper examines the question of whether the construct of professionalization is a helpful instrument to assist teachers in achieving an acknowledged place and status in German society. The concept of professionalization as it is used in an everyday pedagogical context and in the context of various academic disciplines is analyzed, and the application of these concepts to initial teacher preparation in Germany and other countries is examined. A brief outline is given of the historical debate over the professional standing of teachers in Germany. Three theoretical positions found in the literature which reflect this debate are identified: (1) a deductive abstract position which attempts to deduce pedagogic professionality from a reflection on the principles of educational essence; (2) an inductive-additive position characterized by the attempts to determine educational professionalism by discussing the structure of the educational tasks, based on empirical studies; and (3) a hermeneutic-reconstructive position characterized by attempts to explore the structure of pedagogical tasks in order to develop a content-oriented definition of pedagogical professionalism. Two additional theoretical approaches to professionalization and professionalism are discussed. The first of these is related to the vocational sociology approaches and is popular with practicing teachers; the second, a newer approach, concentrates on professionalization features which are claimed to be more adequate to educative functions. (IAH)

ED 349 296 SP 034 039

Mangione, Peter L.
Teachers' Reports on Implementing Developmentally Appropriate Practice.
PUB DATE- Apr 92
NOTE- 10p.; Research reported in this paper is part of an evaluation study of the Teacher Training Project, developed and conducted by Early Childhood Resources, 50 El Camino Drive, Corte Madera, CA 94925.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Classroom Environment; Course Evaluation; *Curriculum Development; Early Childhood Education;

Behavior; Student Employment
IDENTIFIERS- Academic Self Concept; *High School and Beyond (NCES)

Variables that influence growth and change in educational outcomes in the last 2 years of high school were studied using data from the High School and Beyond (HSB) study. The HSB study provided a database of thousands of variables for about 30 students from each of 1,000 randomly selected high schools in the United States in their sophomore and senior years and 2 years after graduation. This research summary briefly reviews studies on: (1) effects of public, Catholic single-sex, and Catholic coeducational high schools on achievement, affect, and behaviors; (2) effects of attending single-sex and coeducational high schools on achievement, attitudes, behaviors, and sex differences; (3) sex differences in the development of mathematics and verbal self-concepts; (4) failure of high-ability schools to deliver academic benefits; (5) influence of internal and external frames of reference on formation of mathematics and English self-concepts; (6) effects of employment during high school; (7) effects of extracurricular activities; (8) effects of participation in sports; and (9) changes in achievement, attitudes, and behavior in the last 2 years of high school for students from different family structures. Methodological implications from these studies are discussed. Three tables and 5 figures present data from the various studies, and 15 references are included. (SLD)

ED 349 315 TM 018 607

Marsh, Herbert W.
The Content Specificity of Relations between Academic Self-Concept and Achievement: An Extension of the Marsh/Shavelson Model.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 14-20, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Content Analysis; *Correlation; Factor Analysis; Foreign Countries; High Schools; *High School Students; *Models; Multitrait Multimethod Techniques; Path Analysis; Rating Scales; *Student Attitudes
IDENTIFIERS- *Academic Self Concept

Extending research on the Marsh/Shavelson model of self-concept, a set of 14 academic self-concept scales was related to school performance in 8 school subjects for a sample of 507 high school students. Correlations between matching areas of self-concept and achievement (0.45 to 0.70; mean r=.57) were substantial and larger than correlations between non-matching areas. Path models and multitrait-multimethod analyses further demonstrated that self-concept/academic achievement relations were very specific to particular school subjects. Different components of academic self-concept were better differentiated (less correlated) than were the corresponding academic achievement scores. The findings indicate that components of academic self-concepts are more differentiated and relations between academic self-concepts and academic achievements are more content specific than previously assumed. (Four figures illustrate the study, and a nine-item list of references is included.) (Author)

ED 349 316 TM 018 609

between cost per student and effectiveness, defined in terms of the following recently adopted strategic objectives for 1992-97: (1) every student will function at his or her optimal level of achievement and will progress through the system successfully; (2) all students will function successfully at or above international standards; (3) 100 percent of students will graduate; (4) after graduating, all students will be able to perform successfully at their next endeavors; and (5) the AISD will upgrade the quality of course content and instructional effectiveness. In addition to these charts, the executive summaries of 24 evaluation reports are included. Six tables in the report and two graphs and four tables in the executive summaries present details of AISD programs. Ninety-four references are grouped by topic. (SLD)

ED 349 334 TM 019 031

Wilkinson, David, Ed.; Ligon, Glynn, Ed.
IMPACT: How ORE Findings Have Affected Decisions in Austin and Beyond.
PUB DATE- Mar 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Agency Role; Classroom Research; Compensatory Education; Decision Making; Dropout Research; Elementary Secondary Education; *Evaluation Utilization; Grade Repetition; Information Systems; Program Evaluation; *Research Utilization; *School Districts; *Time Factors (Learning)
IDENTIFIERS- *Austin Independent School District TX; Hawkins Stafford Act 1988

Over the years, findings of the Office of Research and Evaluation (ORE) of the Austin (Texas) Independent School District (AISD) have had a significant impact on decisions made in the district and sometimes beyond it. The ORE's impact in the AISD is reviewed in 16 areas. Some of the major findings are summarized: (1) ORE studies of retention in grade have found that low achievers who were promoted made greater gains in the long run than did low achievers who were retained; (2) classroom observation studies established links between on-task time, total instructional time, and student learning; (3) evaluation of the impact of classroom aides found that undertrained aides actually interfered with the process of learning to read; (4) the ORE defined and developed the district's vanguard dropout tracking system, which became a national model; (5) Chapter 1 evaluation findings have had an important impact on the delivery of compensatory education services; and (6) the ORE has brought about significant changes in the district's information systems and has reduced paperwork. The ORE has made ongoing contributions to improving the management efficiency of research, evaluation, and testing in the AISD. Ninety-four references are grouped by topic. (SLD)

ED 349 335 TM 019 035

Ligon, Glynn; Paredes, Vicente
Student Mobility Rate: A Moving Target.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-

by the teachers themselves and by their supervisors. Of the several Newark (New Jersey) high schools participating in Project THISTLE, faculty members from one school, Malcolm X Shabazz High School (MXSHS), were evaluated. At the MXSHS, 29 faculty members were graduates of the program. Data were collected through interviews with 10 of the faculty members and questionnaires administered to 9 supervisors. The data suggest that teacher participation in Project THISTLE resulted in positive teaching changes, especially with a thinking skills focus, and in greater involvement in curriculum development. Teachers shared their significant satisfaction in having the opportunity to participate in the Project. Teachers also spoke about the excitement in collegial participation in the Project and how this feeling was subsequently diminished. Included are copies of correspondence, forms, and instruments used in the study in three appendixes. (JB)

ED 349 353 UD 028 843

Perez, Sonia M.; Duany, Luis A.
Reducing Hispanic Teenage Pregnancy and Family Poverty: A Replication Guide. Final Version.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Jul 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; At Risk Persons; *Community Programs; Disadvantaged Youth; *Early Parenthood; *Economically Disadvantaged; Guidelines; *Hispanic Americans; Parenthood Education; Poverty; *Pregnancy; Prevention; Program Development; Urban Youth; Youth Problems; Youth Programs
IDENTIFIERS- Community Based Organizations; *Latinos

This guide was designed to help Hispanic American community-based organizations develop and establish a teenage pregnancy prevention or teenage parenting program for Hispanic American adolescents. The guide does not assume prior knowledge of the scope of the teenage pregnancy problem in the United States, but it does underscore the critical role that Latino community-based organizations can play. The guide is designed to assist organizations that have little or no experience with pregnancy programs and offers step-by-step guidance in developing and implementing programs. The guide is divided into four chapters and one appendix as follows: (1) "Chapter 1: Introduction" provides an overview of the topic of adolescent pregnancy with an emphasis on the impact in the Latino community; (2) "Chapter 2: Three Latino Community-Based Model Programs for Adolescent Pregnancy Prevention and Parenting" provides thorough description and details about the programs on which this guide is based; (3) "Chapter 3: Developing an Adolescent Pregnancy Prevention or Parenting Program for Latino Youth" offers suggestions about what organizations should consider as they decide among types of programs; (4) "Chapter 4: Organizational and Printed Resources" provides a comprehensive list of resources available for organizations to understand and address the issue; and (5) "Appendix: NCLR (National Council of La Raza) Worksheets" provides eight worksheets designed to help organizations gather information and assess the needs of Latino youth. (JB)

labeled "social awareness," the fourth concerned "interpersonal activity," and the fifth was interpreted as "personal responsibility." The scales created provided a structure that could be used to investigate the types of instructional strategies modeled for trainees in education. Included are 1 table and 12 references. (JB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Developing Nations; *Distance Education; *Educational Development; *Educational Planning; Foreign Countries; International Organizations; Nontraditional Education; Postsecondary Education; *Program Implementation
IDENTIFIERS- Commonwealth of Learning; *Makerere University (Uganda)

There is an urgent and widely recognized need for the introduction of postsecondary distance education programs in Uganda. The Senate of Makerere University has resolved that its Center for Continuing Education should prepare for the admission of students to extra-mural degree courses by October 1990. This is an extremely ambitious target since the social and economic circumstances of Uganda pose formidable problems for project planning and implementation. The deadline can be met if operational decisions are made quickly, adequate resources are found for the first phase of development, and if most of the teaching materials required for subject offerings are bought rather than prepared locally. This approach involves obvious risks and will only work if plans are carefully reviewed and revised in the light of experience. For this reason it is recommended that the project be broken down into three phases, with major reviews in the second and fourth years. The Commonwealth of Learning could play a valuable role by contributing to materials acquisition and staff training, sponsoring the two project reviews, and assisting Makerere University in preparing comprehensive proposals for external funding of later and more costly developments. This report includes 21 explanatory notes as well as the consultant's itinerary and a list of people in East Africa with whom the project was discussed. (Author/ALF)

ED 348 953 IR 015 614

The California Master Plan for Educational Technology. Submitted to the California Legislature April 22, 1992.
PUB DATE- 22 Apr 92
NOTE- 31p.; For a related report, see IR 015 612.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; *Computer Networks; *Educational Planning; *Educational Technology; Elementary Secondary Education; Higher Education; State Legislation; *State Programs; *Statewide Planning; Telecommunications
IDENTIFIERS- *California

The California Planning Commission for Educational Technology was established by state legislation (AB 1470) in 1989 to develop a California Master Plan for Educational Technology for K-12 education, the California Community Colleges, the University of California, and the California State University. The Commission discussed multiple issues; sponsored a summit conference on educational technology; gathered information on existing programs in California and other states; reviewed a variety of evaluation reports; sought the advice of educators and employers; and reviewed published and unpublished documents on education technology. The Commission has identified a number of objectives crucial to the future success of education in California and technology's contribution to that success. These objectives are incorporated in the nine recommendations developed by the Commission: (1) provide access to technology in every learning environment; (2) provide professional

Problem Solving and Critical Thinking for Computer Science Educators.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; *Critical Thinking; Educational Research; Elementary Secondary Education; Expert Systems; *Problem Solving; Programed Tutoring; Programing
IDENTIFIERS- Knowledge Bases; *LOGO Programing Language

The eight papers presented in this monograph are a result of the Problem Solving and Critical Thinking Research Workshop that was held in conjunction with the 1990 National Educational Computing Conference (NECC). The intent of the workshop was to provide a unique forum for researchers to share ideas in a special area of educational computing. The monograph provides an overview of the general issues of problem solving and critical thinking in education as well as specialized areas of interest in intelligent tutoring and program construction. The papers included in this monograph are: (1) "Problem Solving, Critical Thinking, and Computing: An Overview" (Cathleen A. Norris and James L. Poirot); (2) "'Mindstorms' Revisited: Computers, Problem Solving, and Knowledge-based Instruction" (Karen Swan); (3) "Defining Programming and Logo as Vehicles for Developing Higher Order Thinking Skills" (Jim Dunne); (4) "Abstracted Knowledge: A Mid-Road Transfer Approach to Critical Thinking" (Clifton S. Harris); (5) "Resolving the Impasse in Software Engineering: Problem Solving in Program Construction" (Warren Moseley); (6) "Critical Thinking and Intelligent Tutoring Systems" (James T. Streib); (7) "Critical Thinking and Open Courseware" (Eduardo Rivera); and (8) "'What Can We Learn from Each Other's Experiences?': Observations of a Research-Oriented Workshop by a Classroom Teacher" (Sylvia Robinson). References are included with most papers. (ALF)

ED 348 972 IR 015 650

Lucero, John A.
A Study To Increase Computer Applications in Social Work Management.
PUB DATE- Apr 92
NOTE- 85p.; Continuing Education Self-Directed Learning Project, Behavioral Sciences Regulatory Board.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Artificial Intelligence; Counselors; Databases; Higher Education; *Management Information Systems; *Mental Health Workers; Professional Training; Psychiatric Services; Psychological Testing; *Social Workers; Spreadsheets; Therapy

The purpose of this study was to address the use of computers in social work practice and to survey the field for tools, concepts, and trends that could assist social workers in their practice. In addition to a review of the relevant literature, information was requested from the Social Work Service and Ambulatory Care Database Section at Walter Reed Medical Center in the District of Columbia, and from the School of Social Welfare at the University of California at Los Angeles. The review of the literature focused on issues regarding

Electronic Communities of Learners: Fact or Fiction.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption (Ideas); *Computer Networks; Cooperative Learning; *Educational Change; Elementary Secondary Education; *Instructional Innovation; Program Evaluation; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; Telecommunications; Teleconferencing
IDENTIFIERS- *National Geographic Kids Network; Science Teachers Network; *Star Schools

This paper summarizes the experience of several pre-college telecommunications projects, with special emphasis on those administered by TERC, including an in-depth account of the evaluation findings in the largest project, TERC Star Schools. It begins by discussing networks and educational change in the context of changing teaching approaches and beliefs, teacher concerns, the role of collaboration, changing patterns of interaction in classrooms, readiness to change, effect on students, and the role of institutions. Collaboration, communication, and learning are then discussed, including student communication and collaboration and teacher collaboration on a network. Patterns of teacher participation are analyzed by contrasting the Science Teachers' Network, which provided teacher support and development but was not specifically linked with any curriculum, and TERC Star Schools, which offered an integrated program that linked technology, curriculum, and teacher support, and documented evidence of changing classroom practices. Several studies dealing with the effect on students of their participation in telecommunications activities are reviewed, with details drawn mainly from two TERC projects: Star Schools and the National Geographic (NGS) Kids Network. Finally, factors involved in predicting network success are discussed, and the major findings from each section are summarized. It is concluded that, when telecomputing is embedded in an integrated program of teacher support and curriculum development, with an involved school administration, it can be a powerful agent of educational change. Additional information about specific networks is provided in 8 notes, and 34 references are listed. (BBM)

ED 348 991 IR 054 019

Walter, Virginia A.
Output Measures for Public Library Service to Children. A Manual of Standardized Procedures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 113p.; Part of the Public Library Development Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Libraries; *Data Collection; Library Administration; Library Planning; *Library Services;

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Libraries; Databases; Higher Education; *Integrated Library Systems; Library Acquisition; *Library Automation; Library Circulation; *Library Standards; Online Catalogs; *Online Searching; Online Systems; Serials; *Specifications; Systems Development
IDENTIFIERS- University of North Carolina Wilmington

Intended to describe an ideal system for William Madison Randall Library at the University of North Carolina-Wilmington, this outline presents specific system requirements that would build on and enhance features available on the current system while moving toward a truly integrated system with built-in possibilities for expansion and improvements in the future. It is noted that the Ad Hoc Committee on System Requirements views migration as an opportunity to take full advantage of both existing and potential software capabilities. The first of 11 sections covers what are considered to be absolute essentials for a new system that would provide connectivity and interconnectivity, opening the online catalog system to departmental, campus, state, national, and international resources. The topics covered include standards, database conversion, system management, training and documentation, and handicapped access. The remaining sections focus on: (1) types of databases that must be integrated into one (public access catalog, circulation system, reserve system, cataloging system acquisitions, serials system, mail function, locally mounted databases, interface with off-campus systems, interlibrary loan, report functions, and online tutorial); (2) types of search access points; (3) search key characteristics; (4) screen characteristics; (5) printing options; (6) circulation; (7) reserve; (8) cataloging; (9) acquisitions; and (10) serials. (BBM)

ED 349 010 IR 054 105

Planning the Library Media Center Facility for the 1990s and Beyond.
PUB DATE- 91
NOTE- 102p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; Check Lists; Climate Control; *Design Requirements; *Educational Technology; Electronic Equipment; Elementary Secondary Education; *Facility Planning; Furniture; Interior Design; *Learning Resources Centers; Library Administration; Library Automation; Library Collections; Library Services; Microcomputers; *Space Utilization

This manual presents recommendations for incorporating present and future technological changes into workable, efficient, pleasant school library media facilities in two major sections: Planning the Facility and Activity Areas. The first section addresses the planning process (appointing the building committee, evaluating the library media program, writing the building/facility program, and working with the architect), as well as general considerations in planning (acoustics, carpeting, lighting, windows, climate control, handicapped access, location, remodeling, signs, and wiring). The second and the patterns with which they might use library systems and services. The purpose of this project was to obtain information on users, determine the library systems and services to be made accessible, develop and test a prototype online gateway, and assess the feasibility of and make recommendations for the implementation of such a system. Questionnaires were sent to a 10% stratified sample of the entire MIT community. The response rate was 21 percent (371 questionnaires). Information was elicited on the use of currently available library services and those that could be made available through the campus network; when that online access would be used; the method of access; and satisfaction with MIT library services. A prototype gateway system was developed that consists of a number of separate modules addressable from the main menu that lead to the library online catalog, assorted items of library information, fill-in templates for various library activities, and online library pathfinders or tutorials. The gateway was tested against a small sample of the MIT community. While the input was consistently positive, there were a number of suggestions, comments, and criticisms. It is concluded that some form of electronic access to library services should be provided and recommendations are offered for capabilities that should receive priority in implementing a gateway system. Two appendices provide a copy of the questionnaire and numerous sample screens. (Includes 25 references.) (BBM)

ED 349 028 IR 054 160

Nebraska Information Partnerships, A Report to Nebraskans.
Nebraska Conference on Library and Information Services (Omaha, Nebraska, February 24-26, 1991).
SPONS. AGENCY- National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE- May 91
NOTE- 37p.; Prepared by the Nebraska Information Partnerships Planning Committee. Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conferences; *Democracy; *Information Services; Information Technology; Library Planning; Library Services; Literacy; *Productivity; *State Programs; Statewide Planning
IDENTIFIERS- *Governors Conference Library Info Services NE; *Information Literacy; White House Conference Library Info Services

This report begins by describing the activities of the members of the Nebraska Information Partnerships Planning Committee as they planned for the state conference, including a Delphi survey that was conducted to identify key issues and direction for discussion at the conference, and the selection of 100 delegates. Conference activities and presentations are then briefly described together with information technology exhibits that featured online catalogs, the Nebraska state database NEON, CD-ROM databases, and full-text online databases. The eight delegates and four alternates elected to attend the White House Conference on Library and Information Services in July are also named. Background information on the Nebraska Information Partnerships initiative includes an outline of the assumptions that undergird Nebraska's recommendations and introduces reports on the three main themes of the conference: (1) Partnerships for Democracy; (2) Partnerships for Productivity; and (3) Partnerships for Information Literacy. Each of these reports includes a brief discussion of the theme, a list of the questions guiding small group discussions, and instrument are included. (PAA)

ED 349 044 JC 920 425

Lucas, John A.; Meltesen, Cal
Longitudinal Study of Harper College Students, 1979-1989. Volume XX, No. 3.
PUB DATE- 27 Nov 91
NOTE- 23p.; For the longitudinal study of students entering WRHC from 1967-1981, see ED 226 805.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age; College Transfer Students; Community Colleges; Degrees (Academic); Ethnicity; Females; Full Time Students; Grade Point Average; Grading; Longitudinal Studies; Males; Part Time Students; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *William Rainey Harper College IL

A longitudinal study was conducted at William Rainey Harper College, in Palatine, Illinois, to observe the performance and achievement of all credit students entering the college from fall 1979 through fall 1989. Academic records were analyzed for 14,908 full-time and 30,082 part-time students. Study findings included the following: (1) over the years, the grade point average (GPA) of the student body rose and fell in direct relationship to changes in the grading policy; (2) full-time students entering before they were 21 years old had average GPA's of 2.31, while students 21 or older averaged 2.6; (3) part-time students who entered before they were 21 averaged a 1.88 GPA, while those entering between the ages of 21 and 34 averaged 2.43, and those 35 or older averaged 2.83; (4) full-time student GPA's by ethnic group were 2.38 for Asians, 2.35 for Whites, and 1.82 for Blacks/Hispanics; (5) part-time student GPA's were 2.32 for Whites, 2.11 for Asians, and 1.79 for Blacks/Hispanics; (6) full-time students were equally divided by gender; (7) career program enrollments were 58% female, while transfer program enrollments were 54% male; (8) students who began full-time completed an average of 42 credits, while part-time students completed an average of 15 credits; (9) women were more likely than men to obtain degrees; (10) the persistence rate (for those who started one fall semester and returned one year or more later) was about 80% for full-time students and 55% for part-time students; and (11) most full-time students entered with a transfer program major, while greater numbers of females, older students, and minorities enrolled in career programs. (PAA)

ED 349 045 JC 920 430

Havlic, S.; And Others
Follow-Up Study of Journalism Students--1985-1990. Volume XX, No. 8.
PUB DATE- 1 Jun 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; Community Colleges; Educational Attainment; Education Work Relationship; *Employment Patterns;

ED 349 061 JC 920 449

King, Maxwell C.; Fersh, Seymour H.
Integrating the International/Intercultural Dimension in the Community College.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; Consortia; *Cultural Awareness; Cultural Education; Curriculum Development; *Educational Change; Educational Trends; *Global Approach; Immigrants; *Intercultural Programs; *International Education; International Trade; Minority Groups; Multicultural Education; Role of Education; Two Year Colleges
IDENTIFIERS- Brevard Community College FL; *Diversity Concept

Focusing on the role that community colleges have played in promoting international/intercultural education (IIE), this six-part report examines key concepts, issues, and programs related to IIE. First, "International Education: Challenges and Responses" reviews efforts by the American Association of Community and Junior Colleges (AACJC) and the Association of Community College Trustees to promote an international/intercultural dimension. Next, "Relationship of International and Intercultural Education," examines the effects of ethnic diversity within community colleges, and within the United States, citing changing perceptions of ethnic heritage, and growing support for multi-ethnic education. Next, "The International/Intercultural Dimension" focuses on the implications of the IIE movement for general education, offers suggestions for trustees and administrators concerning IIE implementation, and discusses the institutionalization of new curricula. In "Progress: By Colleges and Consortia," specific efforts and organizations committed to fostering IIE in two-year colleges are reviewed, highlighting relevant AACJC-Kellogg Beacon College Projects; the Asian Studies Institute at the East-West Center, in Honolulu; international trade, specialized study, and study abroad programs at Brevard Community College, in Florida; the American Council on International/Intercultural Education; state consortia; and Community Colleges for International Development, in Florida. Following a summary entitled "Looking Back, Looking Forward," a final chapter entitled "Becoming and Keeping Informed: Basic Sources and Resources," lists over 40 organizations and multi-media resources for IIE. Contains 80 endnotes. (PAA)

ED 349 062 JC 920 450

Gay, Lucy; And Others
Improving Minority Student Retention: Lessons Learned from Leeward Community College for the Community College Consortium Conference.
PUB DATE- Jun 92
NOTE- 41p.; Paper presented at the Annual Summer Institute on Community College Effectiveness and Student Success (4th, Vail, CO, June 21-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Community Colleges; *Cultural

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth Order; *Children; Interaction Process Analysis; *Mothers; *Parent Child Relationship; *Sex Differences; *Sibling Relationship; Social Behavior; Sociometric Techniques
IDENTIFIERS- Child Behavior

A study explored the extent to which a child's birth order is associated with differential treatment by others. Twenty pairs of siblings between 4 and 9 years of age were observed interacting in a laboratory setting. All were white, middle-class children whose mothers had at least some college education. The children played with and without their mothers present for a total of about 30 minutes. Videotapes of the sessions were coded using one of 21 different behavioral categories during each 10-second interval. In addition, responses of the other family members to the focal child were coded. A series of conditional probability analyses were performed in an effort to determine the extent to which the behavior of mothers and siblings varied in response to the behavior of the focal child. Significant changes in responses by siblings and mothers to children's behavior were associated with differences in the child's birth order and gender. Oldest boys and oldest girls are treated differently from other children. (AC)

ED 349 079 PS 020 168

Hulse-Trotter, Katherine; Warren, Amye R.
Do Children Believe in Their Own Believability?
PUB DATE- 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Children; Court Litigation; *Credibility; *Expectation; *Perspective Taking; Reliability; *Self Concept
IDENTIFIERS- Adult Child Relationship; *Childrens Reports

Motivational and cognitive aspects of children's reports of an event to which they were the only "witness" and the prime "suspect" were examined. Subjects were 67 children of 3 to 10 years of age. After a test and play session to assess the children's receptive vocabulary and their understanding of the term "believe," each child was asked to perform a task with a collection of figures constructed from play dough. During a brief period in which the child was left alone, a man entered, broke one of the figures (a snake), and left hurriedly, and left behind some books he had brought with him. In semistructured interviews, questions such as "What happened to the snake?" and "What did you do?" were asked of each child. Other questions assessed the child's perceptions of his or her believability, understanding of the utility of corroborating evidence, and knowledge of legal concepts. The majority of the children accurately reported the way in which the figure was broken. Children's expectations that they would be believed by unfamiliar adults decreased with age. Older children were more likely than younger children to corroborate their stories by describing the man and mentioning his books. Children younger than age 7 had little familiarity with, or understanding of, legal concepts. Adults' perceptions of the credibility of child witnesses, developmental influences on children's perceptions of their credibility, and implications for children's court testimony are discussed. (AC) expected to have less influence over their children in the future than they did at the time of the survey. Children's pubertal status as reported by mothers was related to mothers' worries about, and perception of conflict with, their children. Mothers reported the pubertal development of their daughters as being greater than that of their sons. A copy of the rating measures is appended, and a 14- item bibliography is provided. (BC)

ED 349 097 PS 020 654

Rosenbaum, Sara; And Others
Children and Health Insurance. Special Report.
PUB DATE- Jan 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; Children; *Employed Parents; *Family Income; Health Care Costs; *Health Insurance; Minority Group Children; National Surveys; *Public Health; Racial Differences
IDENTIFIERS- *Employer Based Health Insurance; *Medicaid; National Health Insurance

This report examines the place of children in the employment-based health insurance system. The report, which uses data from three national studies conducted by the Federal Government between 1977 and 1990, estimates the number of children who are uninsured or underinsured and examines the decline of children's private insurance coverage between the late 1970s and late 1980s. The first section of the report discusses racial and ethnic characteristics of children without employer-based insurance, insurance coverage among children living in families, and the role of Medicaid. The second section reviews insurance coverage among minority children, and trends in insurance coverage of children in terms of family income level, parents' employment status, and place of residence. Tables presenting data relevant to these topics are provided. It is concluded that a national health program that assures access to health care for all children is needed. A national health plan should have three components: (1) access to health insurance for all families; (2) funding for the development of health services in areas suffering from a shortage of primary health care; and (3) the maintenance of a basic public health infrastructure. Technical notes concerning the three studies upon which the report is based are appended. (BC)

ED 349 098 PS 020 657

Stevens, Robert J.; Slavin, Robert E.
The Cooperative Elementary School: Effects on Students' Achievement, Attitudes and Social Relations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Comparative Analysis; Conventional Instruction; *Cooperative Learning; Educationally Disadvantaged; Elementary Education; Elementary School Students; Language Skills; *Mainstreaming; Mathematics Skills; Models; *Program Effectiveness; Reading

Volk, Dinah
A Case Study of Parent Involvement in the Homes of Three Puerto Rican Kindergartners.
PUB DATE- Apr 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Students; Case Studies; *Elementary School Students; Family School Relationship; Kindergarten; Kindergarten Children; Language Usage; *Mothers; *Parent Participation; *Parents as Teachers; *Parent Student Relationship; Primary Education; *Puerto Ricans; Research Needs; Teacher Student Relationship; Teaching Methods

This paper describes three case studies of interactions between mothers and their kindergarten children. Mothers and children were of Puerto Rican descent and lived in a midwestern city. Children were bilingual, but used English more competently than Spanish. During the children's kindergarten year, researchers observed mother-child interactions in the home. Observations were also conducted in the children's classrooms. Verbal interactions in the home were recorded and the recordings transcribed. Two interaction types, instructional and informal, based on whether the mother played the role of a teacher, were identified from the transcripts. A total of 49 percent of verbal utterances had an instructional intent, and 51 percent were informal. Interactions between the children and their mothers are described, and transcriptions of some verbal exchanges are provided. Interactions between the children and their teachers are also described. These studies imply that teachers should: (1) avoid stereotyping of minority parents; (2) individualize their work with parents; and (3) learn from mothers about creating language-rich environments. The studies also suggest the need for research on interactions between parents and children of families of various cultural backgrounds and on the relation of children's learning experiences at home to their experiences at school. A list of 28 references is provided. (BC)

ED 349 118 PS 020 805

Kallam, Michael; Rettig, Michael
The Effect of Social and Isolate Toys on the Social Interactions of Preschool-Aged Children in a Naturalistic Setting.
SPONS. AGENCY- Fort Hays State Univ., Kans.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Disabilities; *Interpersonal Relationship; *Play; *Preschool Children; Preschool Education; *Social Isolation; *Toys

A total of 26 handicapped and nonhandicapped preschool children between 3 and 5 years of age were grouped into play groups of three or four children and observed playing in the groups over a 7-week period. Children were provided with toys that were identified as social, such as dolls or wooden building blocks, or isolate, such as puzzles and books. In each observation session, data were collected on each subject by means of a 10-second time sampling technique that was used over a 5-minute

Education; Family Life; Family School Relationship; *Hispanic Americans; Migrant Education; *Parent Child Relationship; Parent Influence; *Teacher Expectations of Students

Based on personal narratives, this paper describes Latino children's school experience and suggests home-school collaboration for improving Latino children's education. Latino children begin school as confident, eager, and enthusiastic learners. But well before the third grade, many Latino students begin to experience academic problems and generally are a year or two behind in reading, math, and other areas assessed by the school. It is estimated that some 40 percent of Latino children will drop out before they complete high school. Latino children learn two things from their experiences in school: what happens in school has little relevance to real life and they are losers in the learning game. However, many educational difficulties that Latino children encounter are caused by the widely-held assumption that what is wrong with Latino students is related to their parents, who provide little school preparation to their children. This assumption has created a trend for compensatory early education programs to remove Latino children from the influences of their parents. This practice undermines the relationship between parents and children. Child development centers sponsored by the Foundation Center for Phenomenological Research have been found to effectively serve the children of seasonal and migrant farm workers. These centers' work illustrate that the family culture should be involved in successful education. Parent comments concerning the effectiveness of child development centers are included. (LP)

ED 349 135 RC 018 781

Kari, James
On the Language Effort and Work in Alaskan Athabaskan Languages.
PUB DATE- Dec 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; Cultural Context; Elementary Secondary Education; Higher Education; *Language Maintenance; Linguistics; Personal Narratives
IDENTIFIERS- *Alaska Native Language Center; University of Alaska

This paper presents a field linguist's personal observations on language work and the language effort in Alaskan Athabaskan languages. Language work is the various ways in which people can make real accomplishments in one of the smaller languages for the benefit of themselves and the people around them, and for the benefit of the larger society. Language effort is used in a broader sense to mean the various ways in which work with the Native language involves participation by people from the local language/ethnic community as well as nonmembers. The Alaska Native Language Center at the University of Alaska has increased public awareness of the locations and viability of Athabaskan languages. Participation in the language effort has been limited mainly to a small group of writers and expert elderly speakers. Bilingual programs in Athabaskan languages in Alaskan schools were inadequately supported and short-lived. The author's field work with Athabaskan languages involves translating narratives by native storytellers, and developing a dictionary. Recommendations for enhancing the language effort in Alaska include: (1) fostering the community development potential of the language effort; (2) training and employing human perspective. (KS)

ED 349 153 RC 018 823

Kleinfeld, Judith S.; And Others
Inventive Teaching: The Heart of the Small School. A Revised an Expanded Edition of "The Teacher as Inventor."
PUB DATE- 92
NOTE- 242p.; Presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). A revision of "The Teacher as Inventor"; see ED 279 479.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Correspondence Schools; *Educational Innovation; *Educational Resources; *Educational Technology; Elementary Secondary Education; Enrichment Activities; Field Trips; *Integrated Activities; Interdisciplinary Approach; *School Community Relationship; *Small Schools; Summer Programs
IDENTIFIERS- Alaska

This book highlights programs and ideas that take advantage of small classrooms and of other resources in the local environment. The programs demonstrate the inventiveness and imagination of teachers in small schools. The following chapters are contained in the book: (1) "Draw From All the Resources in Your School," which includes information on such topics as tutorials, departmentalization, peer tutoring, educational technology, and scheduling; (2) "Explore the Education Available in the Community," which advocates using local talent, developing cultural heritage projects, providing community services, and starting student enterprises; (3) "Broaden Students' Experience with Travel Programs," which explains how to organize study trips; (4) "Academic Enrichment Programs," which describes creative programs in the arts, language arts, mathematics, science, and social studies; (5) "Interdisciplinary Programs," which highlights such programs as the National Diffusion Network and the Knowledge Master Open; (6) "Correspondence Study Programs," which provides information and contacts for correspondence programs; (7) "Practical Skills Programs," which describes programs that involve work experience, student organizations, community programs, urban survival skills, student exchange, and outdoor skills; (8) "Summer Programs," which highlights programs in health careers, college preparation, and fine arts; and (9) "Social Programs," which provides resources and contacts in the areas of substance abuse, suicide, and child abuse and neglect. The final section of the book contains sources of information relevant to small schools, including lists of clearinghouses and other organizations, publishers of journals and studies, and global education resources. This book contains photographs and illustrations. (KS)

ED 349 154 RC 018 847

Gundara, Jagdish; Jones, Crispin
Long-Term Unemployed and the Elderly in Migrant Communities in Europe.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English

the control classes, using the fall scores as the covariate, and revealed no significant differences. Appendix titles include: (1) Symposium Agenda; (2) Student Achievement Test; (3) Student Questionnaire; (4) Teacher Instructions and Teacher Calendar; and (5) Teacher Questionnaire. (30 references) (MDH)

ED 349 171 SE 052 995

Burgess, Carla B., Ed.
Ripples: A Big Sweep Elementary Activity Guide.
PUB DATE- 90
NOTE- 40p.; Illustrator: Linda Noble. Funding for publication provided by the North Carolina Wildlife Resource Commission, the North Carolina Wildlife Federation and the Wallop-Breaux Act.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; Educational Games; Elementary Education; Environmental Education; *Learning Activities; Physical Environment; Plastics; Pollution; Recycling; Resource Materials; *Solid Wastes; Teaching Methods; Values; *Water Pollution; *Water Resources; Wildlife
IDENTIFIERS- Environmental Awareness; Environmental Impact; *Environmental Issues; *Stewardship

Littering is a careless act indicating lack of respect for the environment, other people, and wildlife. Through education people can learn the consequences of littering and how to stop doing it. This book, designed for elementary children, presents a collection of 16 activities, ideas and resources concerning litter in the aquatic and marine environment. Some of the ideas can be modified for older or younger children. The format for each activity includes: (1) an introductory section that can be read to the class or group; (2) activity objectives; (3) time requirement and materials needed; (4) procedure and extension activities; and (5) a section that poses questions for reflection and discussion to explore opinions, positions, and ethics and environment. A glossary provides definitions of words used in the activities. A resource section that lists agencies and groups where additional information and assistance can be obtained and a materials section that lists supplemental curricula, audio-visual aids and information are provided. (MCO)

ED 349 172 SE 053 006

Heimlich, Joe E.
Waste Wise: Concepts In Waste Management. A Resource Guide for Teachers Using Concepts of Critical Thinking and Decision Making.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Concept Formation; Critical Thinking; Decision Making Skills; Elementary Secondary Education; Environmental Education; Interdisciplinary Approach; *Learning Activities; Problem Solving; Recycling; Resource

exploration of students' experiences and gains in knowledge, skills, and attitudes. A variety of instruments were used: questionnaires, interviews, observations, scrutiny of written work, and students' self-assessments. There was strong evidence that the students achieved considerable gains in knowledge, skills, and motivation. Students who had thought initially of businesses as owned by individuals or families adopted a whole new framework. They mastered vocabulary and concepts on the structures and roles of businesses. The majority of students cited significant gains in confidence in speaking in public and asking for information and help. Students' self-concepts improved dramatically. This assessment confirmed the value and timeliness of a training component for impoverished young people encountering institutional settings and job responsibilities for the first time. (Author/DB)

ED 349 190 SO 021 904

Brown, Naomi S.
Defining Peace Psychology and the Role of Peace Psychologists: A Survey of Division 48 Members.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; *Conflict Resolution; *Peace; Psychological Studies; *Psychologists; *Psychology; Social Science Research; Surveys
IDENTIFIERS- *Peace Psychology

This study was undertaken in an attempt to clarify and delineate the definition of peace psychology and the role of peace psychologists. Members of Division 48 of the American Psychological Association were asked to respond to three questions: (1) What is the definition of peace psychology? (2) How is peace psychology a psychology? and (3) What does a peace psychologist do? The survey revealed that peace psychology has different meanings, different units of analyses, and different applications for different people. While a diverse range of opinions exists, there does appear to be a general consensus regarding definition and application. The definition of the field of peace psychology that emerges involves psychologists who are professionally and personally committed toward studying and promoting peace within and between all levels of human relations. (DB)

ED 349 191 SO 022 006

Ryan, John Paul, Ed.
Lawyers and Litigation in the Popular Culture.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; Higher Education; *Law Related Education; *Lawyers; Liberal Arts; Mass Media; *Popular Culture; *Television; Undergraduate Study

visits to museums used to enrich many aspects of the school curriculum are a primary source of revenue generation and program development for staff employed by museums. Students and teachers attend drama, music, and dance performances and artists are brought to classrooms to help students understand the creative process and promote appreciation for the value of artworks and artists. In this paper some fundamental differences among schools and cultural organizations are addressed, particularly in terms of ideologies and professional development of educators, and some commonalities in terms of intentions for educating the public are examined. By considering how schools and cultural organizations understand their roles as educators, educational researchers and cultural managers may find some innovative ways for thinking about how different institutions and organizations in society can collaborate and contribute to learning as a lifelong process. A list of 30 references is included. (DB)

ED 349 214 SO 022 329

Practicing Democracy through Equity Education: Social Studies Curriculum Guide Grade 2, 1991-1997.
PUB DATE- 91
NOTE- 275p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Curriculum Guides; Democratic Values; Educational Objectives; *Equal Education; *Grade 2; Multicultural Education; Primary Education; *Social Studies; *Student Educational Objectives; Teaching Methods

This social studies curriculum guide for grade 2 in the Metropolitan School District of Warren Township, Indiana, contains 10 sections: (1) School board policy and philosophy; (2) Philosophy implementation guidelines; (3) Program level objectives; (4) Responsibility for social studies curriculum; (5) Multicultural/multiethnic graphic; (6) General exit outcomes; (7) Social studies skills; (8) Seven essential learnings; (9) Strategies for classroom use; and (10) Course of study--skills chart--time frame. Much of the guide is devoted to section nine, the strategies for classroom use. Seven strategies are outlined and discussed: multicultural/multiethnic, religion, active civic responsibility, economics, globalization, critical thinking, and assessment. The last section of the guide features materials describing the content of the grade 2 social studies curriculum in depth. Skills charts feature the subject area, the name of the textbook used, the unit or topic, the skills used, support materials used, and the approximate amount of class time required. A course of study time frame describes, in sequence for the social studies course, the major topics covered, the course objectives, and learner outcome statements. (DB)

ED 349 215 SO 022 343

Ohrn, Deborah Gore, Ed.
Visiting the Amana Colonies.
PUB DATE- Apr 92
NOTE- 33p.; For related issues, see ED 339 631, ED 328 475, ED 319 641, ED 314 356, and ED 314 306.

Aztec Indians. The unit contains four lessons. The first lesson teaches students that writing about a historical event, even from an eyewitness point of view, is quite difficult and often problematic. In the second lesson students learn the history of the Spanish conquest through a slide presentation of Indian and Spanish art. The third lesson teaches students that bias can affect historians' ways of seeing, and that one ought to study (if possible) historical texts written by various authors in order to acquire a better sense of historical events. Finally, a fourth lesson is provided for teachers to evaluate student progress. It is suggested that the lessons could be used in world history or language arts Background reading and recommended resources; and (3) Model curriculum standards. (DB)

ED 349 236 SO 022 400

Coffee Connections. A Precollegiate Curriculum Unit. Grades Nine through Twelve. Revised.
PUB DATE- 90
NOTE- 88p.; Developed by the Latin America project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Economic Factors; *Economics Education; Foreign Countries; Foreign Culture; Foreign Policy; High Schools; *International Trade; Learning Activities; Social Studies; Units of Study
IDENTIFIERS- *Brazil; *California; *Coffee

This unit, designed for grades 9-12, introduces students to economic concepts of international trade through the case of the international coffee industry in California and Brazil. The following concepts are among those examined: commodities, factors of production (human resources, capital resources, and environmental resources), imports and exports, economic sectors, absolute and comparative advantage, and terms of trade. The unit contains five lessons that include historical cases, concrete examples, a brief role-play activity, and a simulation exercise. (Some lessons require slides). The titles of the lessons are: (1) International coffee connections; (2) California's coffee connections: past and present; (3) Coffee in Latin America today; (4) Coffee in the international economy today; and (5) Trading coffee information: a simulation. A glossary of terms and a list of recommended resources on economics education are included, as are two appendices: (A) An explanation of absolute and comparative advantage, and (B) California History Social Science Framework. This unit is appropriate for use in economics, world geography, world cultures, Latin American history, world history, and contemporary world issues courses. (DB)

ED 349 237 SO 022 402

Mapping Latin America for Grades Six to Ten. Third Edition.
PUB DATE- 92
NOTE- 75p.; The Latin America Project, SPICE.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; Developing Nations; Foreign Countries; *Geographic Concepts; *Geography Instruction;

and to a basic knowledge of human rights legal instruments as they apply to daily lives. Student handbook 1 is a series of lessons and activities that stimulate reading and discussion around the following ideas: What is a human being? What is a human right? Rights and Responsibilities; A Canadian human rights story: Nellie McClung; The Diary of Anne Frank; and The Universal Declaration of Human Rights: Background and Application. Student handbook 2 features five case studies, each of which presents a situation where an individual's rights have been denied or infringed upon. The case studies raise the issues of discrimination based upon a disability, age, HIV status, religion, and race. Student handbook 3 invites students to write some of their own thoughts and ideas concerning how some of the human rights principles raised by the curriculum may apply to their own lives. Generous space for student writing is provided on each page following a prompting suggestion such as "We need to know what our rights are because..."; "The Universal Declaration of Human Rights says that..."; and "Here is a story about discrimination...." The teachers' guides accompany the student handbooks and contain helpful materials such as discussion topics, vocabulary words, and teacher's documentation. No teacher's guide exists for student handbook 3. These materials are designed to be used in adult literacy classes in Canada with adults who are reading at an intermediate level. However, as the materials generally are not focused on Canada, they can be used in other countries and are presented in a manner that should be accessible to students of middle school level or higher. (DB)

ED 349 259 SP 033 798

Gundem, Bjorg B.
The Place of Didactics in Curriculum in Scandinavia.
PUB DATE- Apr 92
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; Didacticism; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; Higher Education; Literature Reviews; Meta Analysis; *Moral Values; Preservice Teacher Education; Social Problems; Teaching Methods
IDENTIFIERS- *Didactic Teaching; Norway; Scandinavia

In its examination of the place of didactics in Scandinavian curricula, this paper discusses didactics as theory and prescription, at different levels of abstraction, and as scientific discipline. It focuses on the process of curriculum planning and selection in two areas: (1) preparing curriculum programs for teaching and learning nationally and locally, and (2) as an integral part of the individual teacher's planning. After presenting a brief historical background, the paper describes the scope and general development of the inherent meaning of the term "didactics." It presents three models of didactical analysis (Danish, German, and Norwegian), all of which represent the general Scandinavian view. After discussing didactical analysis at different societal levels, the paper examines didactical analysis as curricular meta-analysis which links didactical analysis to the professional development of teachers and the teaching-learning milieu as well as to the role of teachers in building theories of didactics. (SM)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Mentors; Program Design; Program Evaluation; *Program Implementation; School Districts; Teaching Experience
IDENTIFIERS- *Mascoma Valley Regional School District NH; *New Hampshire Mentor Teacher Project

Consistent with educational reform efforts and the premise of teacher involvement, a collaborative state-wide effort was initiated by the New Hampshire State Department of Education to provide opportunities for skilled, experienced teachers to mentor new teachers during a 1-year induction period. This paper details the Mascoma Valley Regional School District's site-based management initiative and addresses several issues surrounding New Hampshire's teacher induction project: (1) gaining the support of various stakeholder groups within the educational community; (2) selection and training of mentors; (3) cost of implementation; (4) mentor compensation, time, and program evaluation; and (5) site-based management and collaborative action research projects. Mentors are expected to: complete a seminar in peer supervision; observe and meet with inductees; meet with a support team comprised of all mentors and the superintendent; work with the staff development committee to arrange professional activities for inductees; and assist the inductee in all necessary areas. Copies of The New Hampshire Teacher Project Selection Criteria for Proposal Funding and an outline of the Mascoma Mentor Education Course are appended. (Contains 16 references.) (LL)

ED 349 277 SP 033 975

Huffman-Joley, Gail
The Role of the Dean: Fostering Teaching as Scholarship in the School of Education Learning Community.
PUB DATE- 26 Feb 92
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; Higher Education; Institutional Role; *Leadership Responsibility; *Organizational Change; *Participative Decision Making; *Schools of Education; Teacher Education Programs; Vertical Organization
IDENTIFIERS- *Indiana State University; Reform Efforts

Expectations for leaders in colleges of education are changing as are expectations for leaders in public schools and business. The traditional hierarchical model is being transformed into an organizational climate of teamwork and shared decision making, which have become the watchwords for organizational climate and change. In accord with these changes, deans of colleges of education must find new structures and strategies for enhancing teaching and scholarship through dialogue and demonstrations of teaching and learning. This paper addresses the role of the dean at Indiana State University's School of Education with respect to: (1) application of the principles and findings from cognitive learning theorists, who argue that knowledge is constructed, not transmitted; (2) the active engagement of learners in their own learning through team and group

*Educational Practices; Elementary School Teachers; *Evaluation Criteria; Inservice Teacher Education; *Learning Activities; Preschool Teachers; *Teacher Role; Time Blocks
IDENTIFIERS- *Developmentally Appropriate Programs

A developmentally appropriate early child classroom is described as one offering children organized activity choices, opportunities to explore content areas, and a time structure encouraging learning from one another and from adults in one-to-one and small group contexts. In addition, teachers would employ assessment practices related directly to curriculum planning, corresponding to the actual learning experiences of children, and taking into account individual differences. This study evaluates the Teacher Training Project, which emphasizes the foregoing practices. Interviews were conducted with nine preschool and nine kindergarten teachers, all of whom had completed the two-year Teacher Training Project. The interview questions emphasized changes made in the classroom environment, schedule, and curriculum; focused on teachers' understanding of how children learn, goals for students, the teacher's classroom role, and how student learning is assessed. Results suggest that teachers who participated in the Teacher Training Project implemented developmentally appropriate practice in their classes. They made changes in the classroom environment, the structure of the day, the types of activities available to children, and assessment procedures. (LL)

ED 349 297 SP 034 040

Van Voorhis, Judith L.
Instruction in Teacher Education: A Descriptive Study of Cooperative Learning.
PUB DATE- 91
NOTE- 28p.; Paper presented at the International Convention on Cooperative Learning (Utrecht, Netherlands, July 1992).).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Cooperative Learning; Education Courses; Education Majors; Elementary Secondary Education; Higher Education; Lecture Method; *Preservice Teacher Education; Qualitative Research; Student Attitudes; Student Characteristics; Student Motivation; *Teaching Methods
IDENTIFIERS- Learning and Study Skills Questionnaire; Learning Preference Inventory; *Learning through Discussion

College teaching and learning were studied with respect to students' preferences for learning and motivation as they relate to various instructional methods used in teacher education. A traditional lecture format and the cooperative group discussion teaching method were compared within a specific college population. Participants (N=20), students enrolled in an undergraduate curriculum and instruction course, completed the Learning and Study Strategies Inventory (LASSI), which measures students' attitudes and motivation, and the Learning Preference Scale: Students (LPSS), which determines cooperative, competitive, or individualistic preferences for learning. Comparisons were utilized to describe relations to gender, high school grade point average, college major, and the LPSS and LASSI scores. The technique of ethnographic interviews further addressed research questions. The data showed that: cooperative learning at the college level in teacher education yielded positive outcomes for students of different genders, academic ability, college majors, and previous instructional

Marsh, Herbert W.; Balla, John
Goodness of Fit Confirmatory Factor Analysis: The Effects of Sample Size and Model Parsimony.
PUB DATE- 2 Mar 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Computer Simulation; *Estimation (Mathematics); Foreign Countries; *Goodness of Fit; *Mathematical Models; *Sample Size
IDENTIFIERS- *Confirmatory Factor Analysis; *Parsimony (Statistics)

The influence of sample size (N) and model parsimony on a set of 22 goodness of fit indices was investigated, including those typically used in confirmatory factor analysis and some recently developed indices. For sample data simulated from 2 known population data structures, values for 6 of 22 fit indices were reasonably independent of N and were not significantly affected by the addition of freely estimated parameters known to have 0 values in the population. Indices recommended for evaluating goodness of fit were: (1) two indices based on non-centrality described by R. P. McDonald (1990); (2) a new relative (incremental) index based on non-centrality (P. M. Bentler, 1990 and R. P. McDonald and H. W. Marsh 1990); (3) unbiased estimates of goodness of fit (K. G. Joerskog and D. Sorbom, 1988) presented by J. H. Steiger that are based on non-centrality; and (4) the widely known relative index developed by L. R. Tucker and C. Lewis (1973). Penalties for model complexity designed to control sampling fluctuations and to facilitate the inevitable compromise between goodness of fit and model parsimony were evaluated. Seven tables present analysis results and there is a 36-item list of references. Appendix 1 describes the indices used in the study, and Appendix 2 gives mean values for each model. (Author/SLD)

ED 349 317 TM 018 877

Integrating Curriculum and Assessment: A Workshop Guide.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- 92
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; *Compensatory Education; *Curriculum Development; *Educational Assessment; Educationally Disadvantaged; Educational Planning; Elementary Secondary Education; Guidelines; *Integrated Activities; Interpersonal Communication; Portfolios (Background Materials); Standardized Tests; Technical Assistance; *Workshops
IDENTIFIERS- Hawkins Stafford Act 1988; Paper and Pencil Tests; *Performance Based Evaluation

Materials are presented for conducting a workshop on increasing participants' awareness of how to integrate assessment options into a comprehensive plan. A typology for assessment options is provided that includes: (1) paper-and-pencil tests; (2) performance assessments; and (3) personal communications options. Assessment options are discussed in terms of their

24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Data Analysis; Definitions; Elementary Secondary Education; Mathematical Formulas; National Surveys; *Research Problems; School Districts; *School Statistics; School Surveys; *Student Mobility; *Transfer Students; Transient Children; *Withdrawal (Education)
IDENTIFIERS- Austin Independent School District TX; Educational Indicators

One of the most elusive statistics in education today is student mobility. Current mobility statistics are based on available rather than appropriate data, resulting in the best available mobility index, rather than one that would serve real information needs. This study documents methods currently being used by school districts and other entities studying the above problem and illustrates the wide disparity among statistics produced by these varying methods. A recommendation for the best options concludes the report, which also reviews student mobility in the Austin (Texas) Independent School District. A letter requesting methods of calculating student mobility was sent to 155 directors of research and evaluation and heads of state departments of education in all 50 states and some other jurisdictions. Responses from 93 organizations concerning 62 formulas and definitions demonstrate the variety of approaches. Emerging from these are five important dimensions of mobility to consider in selecting an index: (1) level of analysis; (2) term of analysis; (3) frequency of moves; (4) nature of moves made; and (5) cause of changes. The analysis of student mobility in Austin highlights withdrawals and transfers. Five figures illustrate the discussion, and 10 references are included. Attachment A gives mobility, turbulence, and stability formulas. Attachment B lists and maps organizations sending formulas and those asking for study results. (SLD)

ED 349 336 TM 019 037

Pomplun, Mark; And Others
An Analysis of English Composition Test Essay Prompts for Differential Difficulty. College Board Report No. 92-4.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- 92
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Comparative Testing; *Cues; *Difficulty Level; English (Second Language); *Essay Tests; High Schools; *High School Students; *Item Bias; Longitudinal Studies; Minority Groups; National Programs; Racial Differences; Reference Groups; Regression (Statistics); Sex Differences
IDENTIFIERS- *English Composition Test; Essay Topics; Focus Group Assessment

A detailed analysis was conducted of the difficulty over time of the essay prompts for the English Composition Achievement Test (ECT) with Essay of the College Board. Differential difficulty was explored by considering whether the relationship between the reference groups of male and white students and the focal groups (female, American Indian, Asian American, Asian American with English-as-a-Second-Language, Black Hispanic American, and

ED 349 354 UD 028 844

School Desegregation--The Unfinished Agenda. Proceedings from the Daisy Bates Educational Summit (Little Rock, Arkansas, May 9-11, 1991).
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Affirmative Action; Black Community; *Black Education; Black History; Black Leadership; Black Youth; *Civil Rights; Civil Rights Legislation; *Conferences; Elementary Secondary Education; Higher Education; Racial Relations; *School Desegregation
IDENTIFIERS- *African Americans; *National Association Advancement Colored People

This publication presents the proceedings of an educational summit held in May 1991 to honor D. Bates and to examine the unfinished agenda of the desegregation movement. Bates was President of the Arkansas State Conference of the National Association for the Advancement of Colored People (NAACP) when the Little Rock (Arkansas) School Board voted to desegregate Central High School in 1957. At the summit in 1991, 21 education scholars, NAACP staff and national board members, state and local NAACP presidents, and selected education and legal redress chairpersons gathered to discuss the current status and future prospects for school desegregation. The proceedings are presented in a narrative form concerning the following topics or sections: (1) introduction; (2) conference overview; (3) whether school desegregation is still feasible; (4) desegregation successes and failures; (5) second and third generation desegregation (within school segregation and unequal educational outcomes); (6) school choice (controlled choice, magnet schools, voucher plans, and black male schools); (7) higher education; (8) "Thirty-Seven Years after Brown" (Judge R. L. Carter); and (9) policies and strategies (offers three policy guidelines, six recommended strategies, and extensive recommendations and goals). An epilogue summarizes the conference. Included are highlights of the school desegregation experiences of the summit experts and a bibliography of 27 items. (JB)

ED 349 355 UD 028 845

Grafton, Lisa M.
Ethnographic Case Study of a Hispanic ESL Student.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Case Studies; Classroom Environment; *Cubans; Cultural Background; *Cultural Context; Cultural Isolation; Disadvantaged Youth; English (Second Language); Ethnography; Grade 10; High Schools; *High School Students; *Hispanic Americans; Immigrants; *Student Adjustment
IDENTIFIERS- *Language Minorities

An ethnographic case study was done of a Hispanic American male high school student of limited English proficiency in order to present a description of the experience of a minority student adapting to and coping with U.S. school culture. The student development and support; (3) establish and coordinate a statewide integrated linking of voice, video, and data networks to be called the Golden State Education Network; (4) establish and improve instructional and information resources; (5) establish a statewide student data resource for educators; (6) establish a statewide administrative/management information resource; (7) establish a state-level intersegmental education council and an industry council to collaboratively implement the Master Plan and to develop future plans; (8) provide for ongoing evaluation of the Master Plan; and (9) develop funding mechanisms to carry out these recommendations. A 16-item bibliography and a list of the members of the Commission are included. (Contains 9 references.) (ALF)

ED 348 954 IR 015 616

Computer Competencies for All Educators in North Carolina Public Schools. Revised.
PUB DATE- Mar 92
NOTE- 23p.; For the 1985 edition, see ED 264 828.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; *Computer Literacy; *Computer Science Education; Elementary Secondary Education; *Inservice Teacher Education; Microcomputers; *Minimum Competencies; Postsecondary Education; *Public Schools; Staff Development; State Programs; *Teacher Certification
IDENTIFIERS- *North Carolina

The task force on computer education, convened by the Department of Public Instruction in North Carolina, developed a flexible model to assist schools in coping with inservice for existing and prospective personnel and for higher education to provide training for teachers and other school personnel in computer education. Actions subsequent to the adoption of this model in 1985 have established a certification for supervisors of computer education and introduced an endorsement for computer education teachers. The two basic levels and two certifications are: (1) Level I--Computer Competencies for All Educators (a minimum exposure to the uses of microcomputers in a K-12 school setting); (2) Level II--Computer Competencies and Utilization in Content Areas--these consist of core competencies with a few special skills for each content area and include arts education (K-12), communication skills (6-12); computer education skills (K-12); exceptional children education (K-12); healthful living education (K-12); library media skills (K-12); mathematics education (6-12); science education (6-12); second language education (6-12); social studies education (6-12); and vocational education (6-12); (3) Special Endorsement in Computer Education--endorsement for teachers teaching courses coded as Computer Education or serving as computer resource teachers; and (4) Instructional Technology Specialist Computer Certification--supervisory, graduate certification. Guidelines for teacher education programs for the instructional technology specialist certification are also detailed. (ALF)

ED 348 955 IR 015 617

Piotrowski, Susan M.
Computer Training: Pathway from Extinction.
PUB DATE- 1 May 92

information management systems for social work practice and computer applications in the areas of psychological testing, DSM-III evaluation, psychotherapy, psychopharmacology treatment, family therapy, consultant liaison psychiatry, chronic care, geriatric psychiatry, neurobehavioral training, computer games in child psychotherapy, patient education, music therapy, therapy for addictions, full-service psychiatric programs, computer imaging, the computerized electroencephalograph (EEG), psychiatric research, computerized second opinions, expert systems, and "neural" computers. Computer applications in the social work curriculum are also discussed. Ways in which word processing, databases, spreadsheets, and information management systems could be used in social work are suggested, and a discussion of the implications of computer use for social workers concludes the report. Appended materials include a glossary of computer terminology, a description of an appropriate computer system, a checklist for developing an agency database system, and a list of computer software that could be used by social workers to enhance their work and computer skills. (Contains 83 references.) (BBM)

ED 348 973   IR 015 651

Pietras, Jesse John; Murphy, Robert J.
Telecommunications Infrastructure Modernization and Interactive Distance Learning in Connecticut.
PUB DATE- 1 May 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Distance Education; Educational Television; Elementary Secondary Education; Futures (of Society); Postsecondary Education; Staff Development; *State Programs; *Telecommunications; Teleconferencing; Telephone Communications Systems; Two Year Colleges
IDENTIFIERS- *Connecticut; Fiber Optics; Instructional Television Fixed Service

This paper outlines the current status and future developments in interactive distance education by both the telephone and cable television (CATV) companies in Connecticut in the wake of an ongoing infrastructure evaluation. The first of the activities described is a two-year interactive, distance education trial program entitled "Links to Learning," which was marketed, implemented, and monitored by Southern New England Telephone Company (SNET). It is noted that the project used an advanced voice messaging system, a packet-switched network, and two interactive, full and compressed motion video systems to connect parents, teachers, administrators, and students to the educational network. Multicultural emphases of "Links to Learning" using a bi-directional video link are also described. The state's K-12 Instructional Television Fixed Service (ITFS), which provides professional development and inservice training, is then described. It is conjectured that StateNet, a partially functioning copper and fiber optic cable network designed to connect all state agencies with voice, data, and video carriage capability, will be the most important future component of Connecticut's telecommunications infrastructure as new local analog and digital access facilities replace the state's existing network transport facilities. Functioning distance education programs operated by four Connecticut cable television operators are also described, and participation by

*Measurement Techniques; *Public Libraries; Qualitative Research; Questionnaires; Statistical Analysis; Use Studies; Worksheets

This manual has been designed as a practical guide to quantifying and measuring the results, or outputs, of public library service to children. The basic output measures presented are tailored to reflect library services to children (defined as persons 14 years old and younger) and their care givers. Six categories of measures are presented: (1) library use (children's library visits per child, building use by children, and furniture/equipment use by children); (2) materials use (circulation of children's materials per child, in-library use of children's materials per child, and turnover rate of children's materials); (3) materials availability (children's fill rate, homework fill rate, and picture book fill rate); (4) information services (children's information transactions per child and chldren's information transaction completion rate); (5) programming (children's program attendance per child); and (6) community relations (class visit rate, child care center contact rate, and annual number of community contacts). The first of three parts of the manual provides an overview of measurement and evaluation, basic information about statistics and data collection and analysis, and suggestions for managing the measurement effort in a particular library. The second part presents each output measure in detail, including the data elements needed and instructions for calculating the measure. The third part presents some techniques for collecting more subjective data, such as focus groups and user surveys, that may help to understand and interpret the quantitative output measure data. Copies of all of the blank forms needed are appended. (4 references) (BBM)

ED 348 992 IR 054 039

Rothlisberg, Allen P.
Short Term Workshops for Academic Credit: A New Approach to Continuing Education in Library/Media Technology.
PUB DATE- 25 Mar 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Descriptions; *Credit Courses; *Extension Education; *Library Education; *Library Personnel; Postsecondary Education; *Rural Areas; Two Year Colleges
IDENTIFIERS- *Northland Pioneer College AZ

The Department of Library/Media Technology at Northland Pioneer College (Arizona) provides librarians in rurally isolated Navajo and Apache Counties in northeastern Arizona with for-credit, one-day classes tailored to their specific needs. Students receive 0.5 to 1.0 hours of permanent, transcripted credit for each workshop. Up to 3 credit hours earned in these workshops can be applied toward Northland Pioneer College's library/media technology certificate or degree program. Brief descriptions of nine workshops offered during the 1991-92 school year are provided: (1) Library Friends and Volunteers; (2) Grant Writing for Library/Media; (3) Library Advocacy; (4) Library Telecommunications; (5) Book Repair; (6) Grateful Med Search Strategies; (7) County Library District; (8) Defending Arizona's Libraries; and (9) Cooperative Planning/Librarians Teachers. (KRN) section highlights the process of determining space needs, addresses public areas (entrance/circulation/card catalog, reading/listening/viewing, conference/classroom, and computer laboratory), and library media center management areas (office, workroom, storage, and media production). Seven appendices, which constitute the major part of the manual, include: (1) a 38-item bibliography; (2) guidelines for physical space; (3) guidance for developing a long-range plan for technology; (4) a sample building program; (5) specifications and a checklist for furnishings and equipment; (6) guidelines for determining shelving requirements; and (7) sample floor plans from 17 school districts around the state. Each floor plan is accompanied by a brief program description, the name, address, and telephone number of a contact person, grade levels served, enrollment, size of the facilities, size of the collection, and date of construction. (BBM)

ED 349 011 IR 054 106

Preserving the Illustrated Text. Report of the Joint Task Force on Text and Image.

PUB DATE- Apr 92

NOTE- 36p.; The work of the Task Force was supported by a grant from the Getty Grant Program.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

DESCRIPTORS- Archives; Books; *Illustrations; Intellectual Disciplines; Microfilm; *Microreproduction; National Programs; Paper (Material); Periodicals; Photographs; *Preservation; Problems; *Research Needs; *Scholarly Journals

The mission of the Joint Task Force on Text and Image was to inquire into the problems, needs, and methods for preserving images in text that are important for scholarship in a wide range of disciplines and to draw from that exploration a set of principles, guidelines, and recommendations for a comprehensive national strategy for image preservation. During its 2-year inquiry, the task force studied the cognitive relationships between words and pictures; the basic attributes of images; and the distribution of images in books and periodicals during the time when acidic paper was used for scholarly publication. The task force also informally surveyed its own membership and colleagues regarding types of images found in publications in the disciplines of anatomy, architecture, art history, cultural history, entomology, geology, history (general) medieval archaeology, and photographic history in various periods between 1850 and 1950. It was concluded that high contrast black-and-white microfilm techniques can be used for preserving most of the books in the 1850-1880 era when most of the illustrations were line cuts or drawings; black-and-white microfilming does not reproduce half tone illustrations satisfactorily for scholarly purposes, and the available alternatives (color and continuous tone filming, electronic scanning and bit-mapped storage) require further study; the available information on the number and types of images in various kind of publications in various epochs is insufficient and undependable for large ranges of time and materials; and further information is needed on the effectiveness, costs, and requirements of alternative technologies for preservation of post-1880 text-cum-image material. (BBM)

ED 349 012 IR 054 107

recommendations proposed by the participants. Three additional general recommendations and lists of the planning committee members and the delegates--including library and information professionals, active library supporters, government officials, the general public, and honorary delegates--conclude the report. A list of six related publications is also provided. (BBM)

ED 349 029　　　IR 054 163

Shubert, Joseph F.
What Is the Role of the Public Library?
PUB DATE- 4 Jun 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Community Cooperation; *Economic Development; Futures (of Society); Information Technology; *Library Role; Library Services; Literacy Education; Mission Statements; Political Issues; *Public Libraries; *Rural Development
IDENTIFIERS- *Small Libraries

Changes in today's technology make it necessary for library administrators to look anew at the role, the mission, and the future of the public library. Economic development and education strategists recognize three types of rural communities--rural poor, traditional middle America, and communities in transition--each with different values, socioeconomic characteristics, and locus of political structure. Local people have a great deal to do in determining what kind community they will live in, and the library director and board who have a keen sense of mission for their own library and a plan for improving library service to their community are prepared to be a part of community revitalization, economic development, or infrastructure rebuilding. Four factors of particular significance to library planners are the changing demographics of rural areas, the continuance of rural personal income lag, the persistence of underdeveloped human resources, and the continuing financial crisis in agriculture. Rural communities that can tap into the information infrastructure through telecommunications have a greater possibility of making the transition to stronger communities. Some small libraries have provided outstanding literacy services, a key factor in strengthening family and community structure. The public library and its resource sharing connections are also important to both teachers and students in smaller schools. Leadership is needed in articulating the role of the public library within the community and in state policy if rural library services are to be improved. When the role is defined and agreed to by the library and the community, it will be possible to relate to infrastructure and economic development. The role a rural library selects can provide the means for access and equity and make it a vital part of its community in an electronic information society. (BBM)

ED 349 030　　　IR 054 169

National Opinion Poll on Library Issues: Fall 1991.
PUB DATE- Apr 92
NOTE- 20p.
LANGUAGE- English

Followup Studies; Graduate Surveys; Job Placement; Journalism; *Journalism Education; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Relevance (Education); Salaries; Self Evaluation (Groups); Student Attitudes; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of the overall evaluation of its journalism program, William Rainey Harper College (WRHC), in Palatine, Illinois, conducted a follow-up survey of students who had completed three or more journalism courses between 1985 and 1990 to determine current activities and perceptions of the program. Questionnaires were mailed to all 80 participants, yielding a 64% response rate. Study findings included the following: (1) compared to the general student population, former journalism students were high achievers and remained at WRHC longer; (2) while 60% of the respondents intended to attain an associate degree, 48% actually earned one; (3) 53% of the respondents were employed full-time, 33% were employed part-time, and only 4% of the unemployed were searching for employment; (4) 45% of those employed were in a field related to journalism, a figure slightly lower than the average for career alumni; (5) the average salary of those employed in journalism-related fields was $24,300, a figure considerably higher than their starting salary of $18,600, but slightly under the average salary for career alumni; (6) 44% of the employed respondents found their jobs on their own, 15% had the assistance of relatives and friends, and 15% were still employed with the same firm they worked for when they entered WRHC; (7) 3 in 5 respondents reported having met or being very close to meeting their career goals; and (8) 61% had continued their education, with 29% having achieved at least a bachelor's degree. The study report includes student comments and the questionnaire. (MAB)

ED 349 046 JC 920 433

Lane, Marvin E.
Quality in Education.
PUB DATE- 19 Mar 92
NOTE- 11p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (72nd, Phoenix, AZ, April 11-14, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *College Administration; *College Planning; College Presidents; Community Colleges; Educational Change; *Educational Quality; Long Range Planning; Management Teams; *Program Implementation; Two Year Colleges; Workshops
IDENTIFIERS- *Lamar Community College CO; *Total Quality Management

In 1989, the president of Lamar Community College (LCC) in Colorado, together with 14 classified, faculty, and administrative staff, attended a workshop on educational quality at Fox Valley Technical College (FVTC) in an effort to begin implementing a Total Quality Management process at LCC. Following the workshop, attendees from LCC organized the Quality Improvement Council (QIC) and developed a mission statement, a values statement, and a set of guiding principles which were adopted by the college in December 1989. The following year, teams of staff, faculty, and administrators returned to FVTC to attend special training workshops on TQM

Awareness; Educational Counseling; Enrollment; Faculty Development; *Hawaiians; Program Descriptions; *School Holding Power; School Orientation; School Surveys; Student Characteristics; Student Personnel Services; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Student Information System; *University of Hawaii Leeward Community College

The Native Hawaiian Project at Leeward Community College (LCC) in Pearl City, Hawaii, was developed to increase the retention and academic success of native Hawaiian students at the college. The project was initiated in summer 1988 with the establishment of the Native Hawaiian Recruitment and Retention Task force to examine campus services and practices that influence student retention. In fall of 1988, planning meetings were held for the development of a special student tracking system. In addition, a survey was distributed during the advising/registration period to identify native Hawaiian students who self-identified as another ethnicity. Information was then sent to all native Hawaiian students informing them about LCC services, financial aid and Learning Resource Center workshops, and providing them with study skills materials. Other activities of the project included a staff development workshop to increase faculty sensitivity to native Hawaiians, special workshops on Hawaiian culture, formation of a Hawaiian Club to promote Hawaiian culture, and a summer Bridge Program for recent high school graduates. Beginning in summer 1989, courses in self-development and career exploration were established, and in fall 1989, a minority counselor was hired specifically for the project. In August 1990, a two-hour orientation session was held for Hawaiian students entitled "Introduction to College Seminar," and in spring 1991, the Native Hawaiian Student Success Conference was held. A large part of this report consists on graphs, pie charts, and data tables on LCC student characteristics for fall 1991; on the Native Hawaiian Project; and on native Hawaiian student enrollment at LCC for 1987-1991 and at all community colleges in the University of Hawai'i system for 1988-1991. (PAA)

ED 349 063 JC 920 451

Kirk, Henry P., Ed.
Community and Technical College Foundations: The Results of a Survey of Washington State's Community and Technical College Foundations.
PUB DATE- Sep 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Donors; Educational Finance; *Fund Raising; *Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; School Community Relationship; State Surveys; Two Year Colleges
IDENTIFIERS- *Washington

In 1992, all 32 state community and technical colleges in Washington State were contacted to obtain information on the characteristics and activities of the non-profit foundations which have been, or are being, established at each institution. Selected findings include the following: (1) a total of 25 foundations were established between 1963 and 1991; (2) 20 of the colleges had a formal agreement with the foundation that sets forth the terms of their relationship; (3) 14 respondents reported that their foundations were engaged in annual fundraising campaigns (other than capital projects), with goals

ED 349 080 PS 020 172

McCallin, Margaret
International Catholic Child Bureau Report of a Pilot Study To Assess Levels of Stress in a Sample of 90 Refugee Children in Central America.
PUB DATE- 88
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; *Children; Emotional Problems; Family Size; Foreign Countries; Questionnaires; *Refugees; *Stress Variables; *Violence; War
IDENTIFIERS- *Central America; *Childhood Experiences; Costa Rica; Honduras; Nicaragua; Nicaraguans; Salvadoreans

This pilot study assessed the levels of stress of 90 refugee children aged 7 to 12 years. The countries of origin were El Salvador and Nicaragua; the countries of asylum were Costa Rica, Honduras, and Nicaragua. Parents and teachers assessed each child by means of a questionnaire. Parents completed a second questionnaire which contributed background information about children's experiences. Results indicated a high correlation between teacher and parent assessments. Teachers reported that children exhibited learning problems, and some children exhibited antisocial behavior. Results also indicated that: (1) children exhibited psychosomatic symptoms of stress and a need for reassurance; (2) children who had experienced civil violence had higher levels of stress than children who had not; (3) stress levels increased with family size; (4) some stress-causing factors, such as the experience of civil violence combined with poor living conditions in the country of asylum, had an interactive effect on each other; and (5) children's experience of civil violence over a long period of time had long-term consequences for their development. Nine references are cited. Appendixes include English language versions of the parent and teacher questionnaires, a list of changes made for the English versions of the questionnaires, the background information questionnaire, and presentations of the statistical data from the study. (BC)

ED 349 081 PS 020 183

Crahay, Marcel
Childcare and Preschool Effects: A Review of Anglo-Saxon Evaluative Studies Related to Compensatory Education and Preschool Education.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Day Care; *Early Intervention; Literature Reviews; Longitudinal Studies; *Preschool Education; *Preschool Evaluation; *Program Effectiveness; Program Evaluation; Research Needs; Research Problems
IDENTIFIERS- *Project Head Start

The methods and findings of studies of the effects and value of preschool education and compensatory education programs, such as Head Start, are reviewed. After introductory comments on ideological controversies and on terminology, section 1 focuses on evaluative studies of the immediate and long-term effects of

Skills; Scores
IDENTIFIERS- Cooperative Elementary Schools

The Cooperative Elementary School (CES) model involves the use of cooperative learning across a variety of content areas and full-scale mainstreaming of academically handicapped students. Teachers use peer coaching and plan in a cooperative manner. The model emphasizes teacher involvement in site-based management and parent involvement in the schools. A 2-year study of the CES model was conducted at five elementary schools in a suburban Maryland school district, including two experimental schools that had been restructured according to the CES model and three control schools that used traditional methods and curriculum. Subjects were 1,112 students in second through sixth grade. California Achievement Test scores for reading, language, and mathematics for classes in the five schools were analyzed. Results indicated that students in the experimental schools had significantly higher achievement than students in the control schools in reading vocabulary, reading comprehension, language expression, and math computation. Academically handicapped students in the CES had significantly higher achievement in reading vocabulary and comprehension, language expression, math computation, and math application. Handicapped students in the CES experienced greater social acceptance by nonhandicapped peers than did handicapped students in traditional schools with pull-out remedial programs. There were also better overall social relations in the CES. (AC)

ED 349 099 PS 020 664

Newman, Sally M.; And Others
Guidelines for the Productive Employment of Older Adults in Child Care.
SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.
PUB DATE- Nov 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Career Development; *Day Care; Early Childhood Education; Employer Employee Relationship; *Employment Opportunities; *Employment Practices; Guidelines; *Intergenerational Programs; Job Training; *Middle Aged Adults; *Older Adults; Work Environment
IDENTIFIERS- Employer Role

This publication offers guidelines that policymakers, advocates of children and older adults, and child care practitioners can use to provide older adults with opportunities to work in the child care field. Guidelines that address developmental issues relating to older adults concern employers' sensitivity to older adults and staffing patterns in child care programs that restore missing elements in children's lives. Guidelines that apply to preemployment activities concern recruitment, preemployment training, and the screening and hiring of older adults. Guidelines for training relate to provision of training appropriate to applicants' level of knowledge and skill, certification, training content, orientation, and in-service training. Guidelines that address working conditions concern: (1) compensation and benefits; (2) provision of a healthy, safe, and comfortable working environment; (3) ongoing interval. Social interactions or their absence were recorded. Results indicated that, for all ages, children who played with social toys exhibited more social interaction than did children who played with isolate toys. Among children who played with social toys, 5-year-olds exhibited more social interactions than did 3- or 4-year-olds. Handicapped children exhibited a greater difference in the number of social interactions in the social toy and the isolate toy conditions than did nonhandicapped children. When playing with either type of toy, nonhandicapped children exhibited more social interactions than did handicapped children. (BC)

ED 349 119 PS 020 808

An Annotated Bibliography of Training Resources and Materials: Tools for the Child Care Workforce.
SPONS. AGENCY- Boston Foundation, MA.; Boston Globe Foundation, MA.; Ford Foundation, New York, N.Y.
PUB DATE- Jul 92
NOTE- 224p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audio Visual Aids; Child Development; Child Health; Child Rearing; Cultural Pluralism; *Day Care; Discipline; Early Childhood Education; *Family Day Care; Individual Needs; *Instructional Materials; Questionnaires; Referral
IDENTIFIERS- *Training Materials

This bibliography describes training resources and materials to be used by child care professionals who conduct training for their staff or for groups in the child care field. A total of 180 items are included in the bibliography. For each entry, the following information is included: (1) title, subject, and author; (2) a paragraph describing the content of the publication or materials; (3) the type of material (such as print or audiovisual), the language of the material, and the cost; (4) ordering information; (5) the intended audience; (6) topics addressed; and (7) the expected educational background of readers or users. Items include curriculum materials and publications that address the topics of early childhood education; child care, including family child care; child health and safety; parenting; research and referral; discipline; cultural diversity; special needs; child development; and characteristics of children at various developmental levels. All but 10 of the annotated items are annotated only in English. Among the 10 publications, one is in Spanish and the others are in English with versions in either Spanish, Khmer, or Chinese. A questionnaire for evaluating the bibliography is provided. (BC)

ED 349 120 PS 020 809

Highlights of the Report of the Expert Panel on Blood Cholesterol Levels in Children and Adolescents.
PUB DATE- Sep 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *At Risk Persons; Child Health; *Children; Dietetics; Drug Therapy; *Eating Habits; Health Education; Health Needs; Health Promotion; *Heart Disorders; *Nutrition

more people in the actual methods and skills of language work; and (3) developing new teaching venues and methods. Productive language work must adhere to rigorous standards of accuracy through a variety of projects. Language work can be enhanced through systematic filing of data and use of computers for teaching and learning. (KS)

ED 349 136 RC 018 782

Benton, Davis
A Consolidation Success Story.
PUB DATE- Apr 92
NOTE- 5p.; Paper presented at the National Conference on Creating the Quality School (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)
DESCRIPTORS- Academic Achievement; *Board of Education Role; *Consolidated Schools; Educational Finance; *Educational Improvement; Elementary Secondary Education; Rural Education; *Rural Schools; School Closing; *School Community Relationship; School District Reorganization; School Effectiveness; *Small Schools
IDENTIFIERS- *Arkansas (Nevada County)

This paper describes school consolidation in six small towns in South Nevada County, Arkansas. None of the six schools had the resources to meet the requirements of advanced programs set by the Arkansas Educational Standards Act. School boards met with each community to gather support for consolidation, discussing increased taxes to pay for a new school building and improved educational programming. To maintain communities' identities, one school facility in each town was left as a community center. Each community elected one board member as a representative for consolidation negotiations. In 1986, a bond referendum was approved to build a school for the new school district. By the fall of 1988, a new school facility was completed, housing an elementary school of 425 students and a high school of 325 students. After 3 years, academic achievement has improved at both the elementary and secondary level. In addition, a wide variety of curricular and extracurricular opportunities are offered to students. There has also been an increase in the number of high school graduates attending college. Consolidation has also allowed savings in utility bills, school lunch and transportation programs, and staffing costs. Consolidation does involve sacrifices such as giving up local schools and losing community identities. Communities also voted to raise their taxes, as much as 55 percent, so their children could receive a better education. (LP)

ED 349 137 RC 018 784

Enloe, Walter, Ed.
Education 2000: Rural Minnesota in the World. A Case Study of Redwood Falls School District 1988-1991. Volume 1: Transformational Process and Initial Products of Change.
PUB DATE- May 92
NOTE- 271p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Curriculum Development;

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Adult Education; Educational Gerontology; Educational Planning; Educational Policy; Ethnic Discrimination; Ethnic Relations; Foreign Countries; *Migrant Adult Education; *Migrants; Multicultural Education; *Older Adults; Racial Discrimination; *Role of Education; Social Isolation; *Unemployment
IDENTIFIERS- Council of Europe (France); *Europe

The educational needs of the long-term unemployed and elderly in Europe's migrant communities should be understood in a context of state diversity and migration complexity. This report examines the role education plays in alleviating long-term unemployment in Europe's migrant communities and socioeconomic isolation among older migrants. Compared to nonmigrant communities, figures show migrant communities' continued disadvantages in employment. Xenophobia, discrimination, and racism are all influential factors regarding migrant unemployment. Recently, however, governments and communities have created effective educational interventions, including some researched by the Council of Europe. Success rates are higher when four conditions are met: (1) students are motivated; (2) the "skills gap" and labor need are effectively identified; (3) general rates of unemployment are low; and (4) the status of training courses is perceived by participants to be high. A field survey of migrant households found that most older migrants lacked social support and social roles, were distressed by shame and guilt, and had lost contact with their families. Older migrant adults require effective educational models and professional services to help them combat a series of social, health, and psychological problems. New citizenship rights for migrants, a pan-European race-relations policy against discrimination and racism, along with further study are called for. (TES)

ED 349 155 SE 052 123

Decline of the Sea Turtles: Causes and Prevention.
SPONS. AGENCY- Department of Commerce, Washington, D.C.
PUB DATE- 90
NOTE- 295p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Conservation (Environment); Conservation Education; Data; Data Analysis; Data Collection; Data Interpretation; Demography; Ecological Factors; Ecology; *Endangered Species; Environmental Education; *Marine Biology; Marine Education; Research Reports; Scientific and Technical Information; *Scientific Research; Trend Analysis; Wildlife; *Wildlife Management
IDENTIFIERS- Atlantic Ocean; *Environmental Issues; Gulf Of Mexico; *Sea Turtles; Turtles

A report submitted by the Committee on Sea Turtle Conservation, addresses threats to the world's sea turtle populations to fulfill a mandate of the Endangered Species Act Amendments of 1988. It presents information on the populations, biology, ecology, and behavior of five endangered or threatened turtle species: the Kemp's ridley, loggerhead, leatherback, hawksbill, and green sea turtle. The report includes an examination of the relationship between sea turtle and human activity for the

Materials; *Solid Wastes; Thinking Skills; *Waste Disposal; *Wastes
IDENTIFIERS- *Packaging

This book presents materials, activities, background information, and student handouts for conducting educational programs that allow students to explore packaging and handling practices as these relate to waste generation and management options. An educational approach used in the development of these materials is based on the idea that solid waste is one contemporary issue that is conducive to the development of childrens' critical thinking, problem solving and decision making skills. An introduction conveys a historical perspective of the changing nature of waste and waste disposal techniques. The materials are divided into six sections: (1) volume of waste generated; (2) options for handling waste; (3) decisions on packaging; (4) life cycle of product packaging; (5) the aseptic package; and (6) student handouts. The interdisciplinary design of the activities are appropriate for multiple grade levels. While not referenced by grade, the activities are structured so that content, discussion and activities may be adapted to particular classes. Many of these activities are cited as having been tested at varying levels from primary students through adult groups. Activity plans follow a general format beginning with objectives, methods, materials, procedures, and extension activities. (MCO)

ED 349 173 SE 053 009

Moore, William P., Ed.
Achievement and Enrollment Evaluation of the Science and Mathematics Middle Magnet Schools: 1990-1991.
PUB DATE- Oct 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Desegregation Plans; Enrollment; Grade 6; Intermediate Grades; Language Skills; *Magnet Schools; Mathematics Achievement; Mathematics Skills; Middle Schools; National Norms; *Program Descriptions; Program Evaluation; *Racial Differences; Reading Achievement; Reading Skills; *School Desegregation; Summative Evaluation
IDENTIFIERS- Kansas City Public Schools MO

Evaluations of the "Long-Range Magnet School Plan" court-ordered desegregation program occur in 3 year cycles. This report evaluates the programs of three Science and Mathematics Magnet Middle Schools in operation in Kansas City, Missouri. After presenting a program description and evaluation design, enrollment and achievement trends at the three schools during 4 years of operation are reported. Minority and non-minority students from sixth through eighth grade were examined for patterns of achievement performance on the following standardized tests: Iowa Tests of Basic Skills (ITBS), Missouri Mastery and Achievement Testing (MMAT), and Degrees of Reading Power (DRP). Two intact groups of students, enrolled continuously for 3 years, were tracked from the sixth grade to the eighth grade for patterns of achievement on the ITBS. Examination of achievement data indicated differences in achievement between minority and non-minority students in favor of non-minority students. The researchers reported that this finding supported the conclusion that the magnet program continues to impact non-minority achievement to a greater extent that minority achievement. Findings of the most recent cohort group, with the exception of reading achievement, This issue of Focus on Law Studies contains the following articles: "T.V. Law: Image versus Reality" (Suzanne Frentz); "Teaching about Civil Rights in the 1990's" (Cynthia Hamilton); "A Social History of Black Lawyers in Popular Culture" (Ric Sheffield); "Will the Real Lawyers Please Stand Up!" (Susan Adair Dwyer-Shick); "Equality, 'Political Correctness' and the Teaching of Law" (Gayle Binion); "Response to Professor Binion" (Albie Burke); and "Myth and Law in Integrated Studies" (Steven Spitizer, Stephen C. Hicks). A list of Mini-Grant Award recipients for 1991-92 and five book reviews also are included. (DB)

ED 349 192 SO 022 007

Clements, William
Environmental Law in the Undergraduate Liberal Arts Curriculum: Strategies and Recommendations. Teaching Resource Bulletin No. 3.
PUB DATE- 91
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Strategies; *Environmental Education; *Environmental Standards; Higher Education; *Law Related Education; Liberal Arts; Teaching Experience; *Teaching Methods; Undergraduate Study

The goal of this paper is to develop ways that the relationships among law, society, and the broader environment can be incorporated into the liberal arts curriculum through law and society courses. Based on personal experience, the four central problems of technique and content which confront the instructor when trying to introduce environmental law into a law and society course are discussed. The four problems are: (1) The liberal arts and law--where lies the balance? (2) Selecting a strategy; (3) What are the key concepts? and (4) Instructional strategies. The six key areas that should be a part of the instructor's syllabus are identified: they are philosophy, law creation, social control, pollution, solid and hazardous wastes, and accident and risk. A 52-item reference list of suggestions for further reading, organized into several subject areas, is put forth. (DB)

ED 349 193 SO 022 008

Tillman, Robert
White-Collar Crime and the Law: An Annotated Bibliography. Teaching Resource Bulletin No. 1.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Crime; Criminal Law; Educational Resources; Higher Education; *Law Related Education; Undergraduate Study
IDENTIFIERS- *White Collar Crime

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Cultural Education; Elementary Education; *Ethnic Groups; Learning Activities; *Local History; *Social Studies; *State History
IDENTIFIERS- *Amana Colonies

This issue of "The Goldfinch: Iowa History for Young People" focuses upon the Amana Colonies, which were home to many German immigrants in the 19th century, and which retain much of their ethnic heritage today. The articles and activities included in this issue are "Amana Today"; "No Black Buggies in Amana"; "Visiting Tante Marie and Onkel Gottfried"; "School Days"; "Where in Middle Amana is Wild Rosie?"; "Old Amana Architecture"; "Elsie's New Dress"; "Games and Rhymes"; "Oma's Attic"; "Eyeball Benders"; and "Watch Out! You Could End Up Like..." (DB)

ED 349 216 SO 022 344

Malkasian, Mark; Davidson, Louise K.
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy.
PUB DATE- 91
NOTE- 66p.; For the teacher's resource book, see SO 022 345. A project of the Choices for the 21st Century Education Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; Foreign Countries; *Foreign Policy; High Schools; Instructional Materials; *International Relations; Learning Activities; Social Studies; United States History
IDENTIFIERS- Caribbean; Central America; *Cold War; Cuban Missile Crisis

With the improvement of U.S.-Soviet relations in recent years, there is much reason to take a fresh look at U.S. foreign policy. This unit provides secondary students with an opportunity to examine U.S. policy toward the Caribbean and Central America. Composed of four chapters, the first chapter examines the economic and military concerns that linked the history of the Caribbean and Central America to the United States. Chapter 2 explains how differences with Cuba became entangled with the larger U.S.-Soviet confrontation in the early 1960s and focuses upon the Cuban Missile Crisis. The third chapter examines the last three decades of U.S.-Soviet-Cuban relations. Finally, the unit concludes with a chapter on the future of U.S. policy toward the Caribbean and Central America. In this section, students are asked to reflect on what they learned and to choose one of three options for the future course of U.S. foreign relations toward the region. (DB)

ED 349 217 SO 022 345

Malkasian, Mark; Davidson, Louise K.
In the Shadow of the Cold War: The Caribbean and Central America in U.S. Foreign Policy. Teacher's Resource Book.
PUB DATE- 91
NOTE- 57p.; For a related document, see SO 022 344. A Project of the Choices for the 21st Century Education Project.

Intermediate Grades; Learning Activities; *Maps; Secondary Education; Skill Development; Social Studies; Teaching Methods; Units of Study
IDENTIFIERS- *Latin America

This unit, to be used with students in grades 6-10, has been designed to serve three purposes. First, the unit acts as an introduction to, or review of, fundamental geographic concepts and vocabulary. Second, it teaches students about the basic physical and political geography of Latin America. Third, students learn to examine maps with a critical eye towards political and technical limitations. The unit contains seven lessons. It begins with a review of basic world geography (lesson one). Two "map hunt" activities follow, that engage students in a search for the countries and main physiographic features of Latin America (lessons two and three). Students label maps with this information. Next, students learn or review the use of latitude and longitude by searching for major Latin American cities (lesson four). Students discover the complex nature of Latin American climate (lesson five), and learn to examine the limitations of making flat representations of the world (lesson six). Finally, students engage in a geographic pursuit in which they also review previously taught material (lesson seven). (DB)

ED 349 238 SO 022 411

Heelotia: A Cross Cultural Simulation Game. Recommended for Grade 5 to Adult.
PUB DATE- 91
NOTE- 20p.; Developed by Wider Hozrizons, and revised by the Stanford Program on International and Cross Cultural Education (SPICE).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Cultural Differences; Cultural Education; Culture Contact; *Instructional Materials; Intermediate Grades; *Learning Activities; Secondary Education; *Simulation; Social Studies

This simulation exercise is designed to provide students at the intermediate and secondary education levels with an experimental or discovery exercise in cross cultural relations. The simulation is designed to be a part of a more extensive study of cultural perceptions and can be used in an exploration or one's own community as well as in more geographically distant cultures. The simulation involves the rules of two imaginary cultures, Heelotia and Hokia. This guide includes information on running the simulation, debriefing students following the exercise, and student handouts. (DB)

ED 349 239 SO 022 422

The Lessons of the Vietnam War: Unit 13. Teacher's Manual: Strategies and Resources for Teaching the Vietnam War.
PUB DATE- 88
NOTE- 67p.; For the textbook, see ED 337 409.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Educational Resources; Foreign Policy; Higher Education; *History Instruction; Secondary

ED 349 260 SP 033 876

Taylor, George R.
Integrating Social Learning Theory with Educating the Deprived.
PUB DATE- 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Affective Behavior; Developmental Stages; *Disadvantaged Youth; Elementary Education; Family Environment; Guidelines; *Learning Theories; Literature Reviews; *Minority Group Children; Relevance (Education); *Research Needs; School Effectiveness; Social Influences; *Socialization

The relevance of major concepts associated with social learning theories for teaching deprived and minority children are reviewed; from these concepts postulates are abstracted which are intended to induce further inquiry and research. The paper describes practical application of social learning theories to education, offering the school a common context through which environment, developmental sequence, and early experiences can be understood and researched. These theories enable educators better to understand how deprived and minority children think and feel about themselves, and to become aware of factors in the environment precipitating cognitive and affective problems that may have some bearing on academic performance. A need exists to conduct empirical studies to determine the degree to which social learning theories impact on the academic performance of minority and deprived children. Eight postulates are outlined to stimulate further inquiry and research. The study of social learning theories enables the school to understand how students' cultures and learning styles can be modified to promote expected learning outcomes. (LL)

ED 349 261 SP 033 888

Worthington, Jim
Growing Our Own: A Masters Level Certification Program for Bilingual Instructional Assistants. Review of Selected Literature.
PUB DATE- 26 Feb 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; Cultural Pluralism; Higher Education; Literature Reviews; *Minority Group Teachers; *Multicultural Education; *Preservice Teacher Education; *Student Attitudes; Teacher Attitudes; *Teacher Education Curriculum; *Teacher Recruitment
IDENTIFIERS- Preservice Teachers

This review of literature focuses on teacher education responses to the need for a more diverse teacher workforce. It discusses literature on the following topics: the need for cultural diversity in teacher education, minority teacher education programs, and recommendations and generalizations. The literature on the first topic reflects two approaches to cultural diversity in teacher education (various theories about interaction; and (3) creating a climate and environment where teaching, learning, and scholarship are intertwined. Practices and skills emerging at Indiana State University are outlined and include: new structures to increase participation, interaction, and dialogue; new goals, roles, and values for teacher educators; new environments to support faculty professional interchange, growth, and development; and reform of the culture and role of higher education while simultaneously linking that reform to changing the culture of public schools. (LL)

ED 349 278 SP 033 983

Kimsey, Ilene A.
Accepting the Challenge of Facing Your Issues and Empowering Yourself.
PUB DATE- Nov 91
NOTE- 5p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Coping; Educational Change; Elementary Secondary Education; *Individual Power; *Inservice Teacher Education; *Self Actualization; *Self Concept; Staff Development; Workshops
IDENTIFIERS- *Empowerment

This paper describes a workshop designed for individuals involved in inservice education and staff development for school personnel. The purpose of the workshop was to help participants learn and integrate some simple and functional skills that would enable them to face issues and empower themselves. The focus is on developing skills to become a change master for oneself and skills to assist other individuals and organizations with self-empowerment. The workshop included participant activities designed to elicit identification of key issues facing educators. Issues identified include: need for higher quality staff development; need for people who will take on leadership roles; lack of professionalism; frustrated teachers, parents, and children; need for strategic planning; burnout; and need for cooperative decision making. The paper suggests that coping adequately with these issues and helping others to cope begins with knowledge of one's own feelings and experiences and developing a sense of self-worth. The paper includes a worksheet, "Accepting the Challenge of Facing Your Issues and Empowering Yourself." (IAH)

ED 349 279 SP 033 984

Ingle, Yolanda R., Comp.; And Others
The Education of Teachers. A Bibliography.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Counseling; Databases; Elementary Secondary

experiences who studied together in the same course; and students' interest in the material, use of language in learning the material, and an active pursuit of learning were enhanced by structuring cooperative groups. (LL)

ED 349 298 SP 034 041

Ray, Nancy L.
Motivation in Education.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Achievement Need; Attribution Theory; *Educational Principles; *Educational Theories; Elementary Secondary Education; Higher Education; Literature Reviews; Locus of Control; *Motivation; *Motivation Techniques; *Parent Role; Self Concept; Self Motivation; Student Characteristics; *Teacher Role
IDENTIFIERS- Adler (Alfred); Freud (Sigmund); Horney (Karen); Jung (Carl G); Maslow (Abraham); Skinner (B F)

This paper presents basic principles and theories of motivation, attempts to provide a better understanding of the concept, and explores the role motivation plays in learning. Basic theories of motivation are reviewed including: Freud's belief in motivation by the id, unconscious forces, and sexual stages; Jung and Adler's belief that people are motivated most by striving for future goals; Horney's theory that people are motivated by needs arising from anxiety; McDougall's belief that humans are motivated by instincts; Skinner's behaviorist theories that motivation comes from the environment; Hull's behaviorist theory that humans are motivated by drives; and Maslow's theory that people are motivated as needs are fulfilled. Theories on the following aspects of motivation are discussed briefly: locus of control, attribution theory, intrinsic motivation, need for achievement; motivation and the personality; motivation according to age; the teacher's role in motivation; encouraging the student; stimulating the student; the student's self-concept; and the parents' role in motivation. (LL)

ED 349 299 SP 034 042

Wolfe, Edward W.; Ranney, Michael
The Manifestation of Classroom Experience in the Problem Solving of Teachers.
PUB DATE- Apr 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Cognitive Mapping; *Decision Making Skills; Doctoral Programs; Education Majors; Elementary Secondary Education; Graduate Students; Higher Education; Knowledge Level; *Problem Solving; *Protocol Analysis; *Teaching Experience
IDENTIFIERS- *Conceptual Approach

This paper describes a study of the differences between problem solving skills of graduate students in education who have had full-time teaching experience and those who have not. Information was gathered to determine the extent to which the use of concepts in problem solving and the use of problem solving strategies differ among educators as a function of "fit" with the requirements of Chapter 1 of the Education Consolidation and Improvement Act, including standardized testing, measuring progress on other desired outcomes, and using evaluation information to improve the quality of Chapter 1 programs. Systems for organizing assessment information are described, including observational and attitudinal checklists, anecdotal records, and portfolios. A sample planning document is included, and technical issues are discussed. With regard to length, it is estimated that an overview of the workshop can be presented in 1.5 hours, and that the workshop can be extended with the use of videotapes, additional activities, and planning for a comprehensive assessment strategy. Attachments comprising the greater part of the document include: (1) 46 figures (overheads); (2) several handouts; (3) 7 appendixes of support materials for the various units; (4) a section on aggregating data for desired outcome examples; and (5) a list of 34 references. (SLD)

ED 349 318 TM 018 917

Franklin, Jennifer; And Others
Grade Inflation and Student Ratings: A Closer Look.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; *College Faculty; *Courses; Evaluation Methods; *Grade Inflation; Higher Education; Longitudinal Studies; Predictor Variables; Scoring; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Undergraduate Students
IDENTIFIERS- *Frequency of Measurement

Although many sources have discounted the likelihood of grade inflation resulting from instructors trying to "buy" better student ratings of instruction, many faculty members still believe that there is widespread manipulation of grades. This study involving 28,629 undergraduates over a 6-year period found no relationship between frequency of evaluation and 2 indices of grade inflation: average end of term grades and student ratings of course workload. Participation levels evaluated ranged from fewer than 500 courses per quarter to over 1,300. Student ratings of course difficulty tended to be higher for more frequently evaluated instructors. No differences in grading patterns over the 6-year study period for instructors were observed for changes in evaluation contingencies such as whether ratings were voluntary and confidential or mandatory and published. Class size proved to be an important predictor both of ratings of instructor effectiveness and end of term grades. Six tables present study data, and a 20-item list of references is included. (Author/SLD)

ED 349 319 TM 018 923

Anderson, Paul S.; Hyers, Albert D.
Quantitative Comparisons of Difficulty, Discrimination and Reliability of Machine-Scored Completion Items and Tests (in the MDT Un-Cued Answer-Bank Format) in Contrast with Statistics from Comparable Multiple Choice Questions: The First Round of Results.
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Annual Meeting of the National

Hispanic American with English-as-a-Second-Language students) had remained constant over the 7 years studied (1983, and 1985 through 1990). To study the relationships between the ECT objective and the ECT with essay, linear regressions and conditional means of essay scores on objective scores were computed. For each comparison, difference lines for regressions and conditional means were plotted to identify years with aberrant differences. Differences were very consistent across the years, indicating that essay prompts did not generally cause groups to perform differentially. However, two essay prompts that may have caused differential performance were identified. Five tables and 17 graphs present analysis data. There is a 12-item list of references. Appendix A contains an additional 27 tables and 18 graphs. Appendixes B and C contain sample prompts. (Author/SLD)

ED 349 337 TM 019 038

Ragosta, Marjorie; Wendler, Cathy
Eligibility Issues and Comparable Time Limits for Disabled and Nondisabled SAT Examinees. College Board Report No. 92-5.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affirmative Action; *College Entrance Examinations; *Disabilities; *Eligibility; High Schools; *High School Students; Individual Needs; Special Education; *Special Needs Students; Test Bias; Test Format; Testing Problems; *Time Factors (Learning)
IDENTIFIERS- *Scholastic Aptitude Test; Special Test Administration

Data from test administration timing records, the Scholastic Aptitude Test (SAT) history file, and a survey questionnaire were used to investigate the issues of comparable testing time and eligibility for special test accommodations for SAT examinees with disabilities. In 1986-87 and 1987-88, 17,632 special test administrations were given. Comparable testing time for disabled examinees was found to be between 1.5 and 2 times that of non-disabled examinees. Time limits in that range would assure that approximately equal percentages of disabled and non-disabled examinees would complete each SAT section. Additional time was found necessary for blind students using Braille or cassette versions of the test. Eligibility for special test administration is tied to the severity of disability and documentation of disability. Some levels of disability could be distinguished for those with sensory disabilities, but the severity of disability could not be defined for physically disabled or learning-disabled examinees. It was difficult to isolate the need for test accommodations based on school practices. Alternatives to the current eligibility policy are discussed, including a change to school-based criteria and the use of individualized testing programs, or a change to empirically derived testing times. Five graphs and 40 tables present study data. Thirteen references are included. Appendix A presents the student disability questionnaire, and Appendix B presents the draft application form for special test administration. (Author/SLD)

ED 349 338 TM 019 049

was a 15-year old male who recently arrived in the United States from Cuba and attended the 10th grade in a central Virginia high school. Data were collected through observations in the classroom and ethnographic interviews to discover the cultural and linguistic factors affecting the student's progress in school. Results of data analysis and interpretation include the following: (1) although the student exhibited some at-risk characteristics and encountered many cultural discontinuities, he was succeeding in school; (2) the student's American peer group and some of his teachers exhibited a lack of cultural sensitivity; (3) the student's personal initiative, cognitive strengths, and playful interactive style enabled him to succeed in the classroom; (4) due to a desire to achieve in school, the student appeared able to overcome discontinuities between host and heritage cultures and struggles with his identity; and (5) the teacher in the English-as-a-Second-Language (ESL) class used cooperative learning and other group techniques to compensate for the lack of community. Included are 1 appendix on ethnography and 15 references. (JB)

ED 349 356 UD 028 846

Wichita High School West: Multicultural Education Plan 1991-92.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cultural Activities; Cultural Awareness; Cultural Pluralism; *Curriculum Development; *Educational Planning; Extracurricular Activities; High Schools; Inservice Teacher Education; *Master Plans; *Multicultural Education; School Administration; School Counseling; *School Districts; Teacher Improvement; *Urban Schools
IDENTIFIERS- *Wichita Public Schools KS

This document is the Wichita (Kansas) High School West multicultural education plan for 1991-92. Wichita High School West is part of the Wichita Public School system. The plan was developed by a committee of 1 administrator and 12 teachers. The plan opens with definitions of the mission of the plan and the meaning of multicultural education for the purposes of the plan. Five areas of emphasis are offered: (1) administrative and counseling efforts; (2) teaching faculty and curriculum efforts; (3) clubs and extracurricular activity efforts; (4) schoolwide efforts; and (5) inservice efforts. The bulk of the document presents descriptions of activities planned for each of the above areas. The teaching and curriculum section offers plans for each academic area. The schoolwide efforts area sets out a year long "Culture of the Month" program beginning with a September emphasis on human relations and interactions and followed each month by programs highlighting particular cultures. Attached is the agenda for an inservice workshop. Also appended is a selection of ideas for celebrating German culture and heritage planned for October in the first year of implementing the plan. Included are 14 resources, with addresses and telephone numbers provided. (JB)

ED 349 357 UD 028 848

Levine, Richard
Bringing Black History Home: Oral Sketches of the Black

NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; *Inservice Teacher Education; Literature Reviews; Postsecondary Education; Preservice Teacher Education; Workshops

Computers are so inherently necessary in this day that lack of computer skills is analogous to the absence of such basic knowledge as reading and mathematics. Computer training for classroom teachers is not only a good idea, it is vital to their success in the classroom and to their students' success in life after they finish school. Computer skills are not limited to the hardware and software of the computer, but must also include values, morals, and ethics. Several arguments against computer training are raised: computers are not that important and students can learn about them on their own; technology is rapidly changing and any training will be obsolete or unnecessary; teachers who are anxious about using computers may become more anxious if training is a waste of time; and in these economic times, money should not be spent on computer training for teachers. However, an examination of the world as it exists will show the fallacies in these arguments. Unfortunately, most teachers have not been trained in computers in college and have not received any, or at least very little, computer training since starting their teaching careers. Ideally, the computer training workshop should last for two semesters and include several follow-up training sessions after teachers have practiced the skills they have learned. (Contains 12 references.) (ALF)

ED 348 956 IR 015 618

Lamon, William E.; Sanner, James W.
Evaluating the Use of Microcomputers in Oregon Secondary Schools: The Perceptions of the Department Head. Statewide Survey, 1989.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Computer Assisted Instruction; *Computer Software; *Microcomputers; Postsecondary Education; *School Surveys; Secondary Education; State Surveys; *Teacher Education; *Use Studies
IDENTIFIERS- *Oregon

Data for the Oregon Microcomputer Survey were collected in May 1989 via questionnaires for each of the department heads in a stratified random sample of 94 middle and high schools throughout Oregon. Designed to obtain information on the perceptions and reactions of the department heads to the status of microcomputers in their departments, the 52-item questionnaires were sent to the principals of the target schools for distribution to the departments of art/music, business education, English/language arts, foreign languages, health/physical education, mathematics, science, social studies, special education, and vocational education. The response rate was 59%. The questionnaires were divided into questions of a general nature, questions about teacher training, questions about computer hardware and software, and questions about computer use. Topics addressed by the survey included the issue of teacher training; hardware and software;

two high schools in the Scistar science curriculum is noted. A discussion of the future role of fiber optic cable concludes the paper. Appendices include a list of equipment costs and a diagram of a distance learning classroom. (Contains 22 references.) (BBM)

ED 348 974 IR 015 652

Vanasco, Lourdes C.
Utilizing Technology: A Decision To Enhance Instruction.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Artificial Intelligence; *Computer Assisted Instruction; *Computer Literacy; Computer Simulation; *Computer Software; Course Evaluation; *Courseware; Decision Making; Educational Research; Higher Education; *Instructional Improvement; Literature Reviews; *Microcomputers

This review of the literature describes a number of ways in which microcomputers are being used to improve instruction. A discussion of types of software being used in instructional settings focuses primarily on the use of word processing programs by both instructors and students in writing. Descriptions of types of computer software that may be used in language learning include computer-assisted language learning (CALL) software; word processing for improving writing skills; software packages designed to improve grammar; and spreadsheets and other software that can be used to create graphs, charts, and slides to enhance oral presentations. The use of spreadsheets in financial and managerial analyses is also described, as well as the attributes and capabilities that make the computer an effective tool in teaching foreign languages. Several computer simulation games that are being used in management courses to facilitate decision making and a decision support system software package are then reviewed. A discussion of artificial intelligence highlights the development of the Expert Knowledge-Based System to help students learn management decision making skills for strategic planning in business. Advantages of online database systems and compact disks for instructors and researchers are briefly described, and a potential role for videodisks in libraries is indicated. Several ways in which schoolwork experiences with computers can be improved are suggested, and software packages that can be used in evaluating courses are briefly described. In conclusion, instructors are urged to encourage their students to exploit the tools that will increase their intellectual capabilities. Contains 26 endnotes. (ALF)

ED 348 975 IR 015 653

A Handbook for Resource Centre Standards and Services.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board of Education Role; Boards of Education; *Education Service Centers; Elementary Secondary Education;

ED 348 993 IR 054 072

Rothlisberg, Allen P.
Managing the One Person Library in Rural Northeastern Arizona.
PUB DATE- 10 Apr 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Course Descriptions; *Library Administration; *Library Education; *Library Personnel; Rural Areas; Textbooks; Two Year Colleges
IDENTIFIERS- Northland Pioneer College AZ; *One Person Libraries; *Small Libraries

Northland Community College, which serves rurally isolated northeastern Arizona, offers a three-credit course for persons who are operating one-person libraries located throughout the area. Part of the library/media technology curriculum, the course covers: (1) library organization (duties and responsibilities of the library board and the librarian, library facilities, financing and budgeting, legal issues, insurance needs, library policies and procedures, self-management and time management techniques, and automation and networking strategies); (2) small library record keeping; (3) achieving success; (4) promoting the one-person library; and (5) types of small libraries (church, church music, law, business firm, medical, small historical museum or local historical society, and small public libraries). The course serves as a springboard for students to enter the program to work toward their Certificate of Applied Science or Associate of Applied Science degree in library/media technology. The two textbooks used provide practical down to earth suggestions for operating a one person library and class discussions and activities provide peer support in a variety of ways. (KRN)

ED 348 994 IR 054 074

McClure, Charles R.; And Others
A New Strategic Direction for the AAHSLD Annual Statistics: Planning, Service Roles, Performance Measures, and Management Information Systems for Academic Health Science Libraries: Final Report for Phase I.
SPONS. AGENCY- Association of Academic Health Sciences Library Directors.
PUB DATE- 20 Dec 91
NOTE- 126p.; For a related report, see ED 325 141.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Databases; Data Collection; *Data Interpretation; Evaluation Criteria; Higher Education; Improvement; Information Services; Library Associations; *Library Planning; *Library Statistics; *Management Development; Management Information Systems; *Medical Libraries; Needs Assessment; *Performance Factors; Workshops
IDENTIFIERS- Focus Groups Approach; *Strategic Planning

This report presents a summary of activities, findings, and recommendations from Phase I of a project to improve the effectiveness of academic health science libraries and their provision of information services. The objectives for Phase I of the project are given: (1) to identify academic health science library requirements in the areas of planning, performance measures, and management information systems; (2)

Young, Peter R.
Reflections of Columbia 1968: Preparation for a Profession.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Annual Spring Meeting of the Alumni Association of the Columbia University School of Library Services (New York, NY, April 27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Futures (of Society); Information Scientists; Information Services; *Information Technology; *Institutional Mission; Librarians; Library Education; *Library Role; *Library Schools; Planning Commissions; Policy Formation; *Professional Training; Values
IDENTIFIERS- Columbia University NY; National Commission Libraries Information Science; White House Conference Library Info Services

A graduate of the Columbia University School of Library Services in 1968 and the current Executive Director of the National Commission on Library and Information Science (NCLIS) argues that information professionals today are confronted with increasingly complex and conflicting missions: they must interpret the impact of change on the institutions that record and preserve the record of human achievement in ways that maintain links with their traditional mission, and, at the same time, integrate new tools, technologies, and concepts that appear to threaten the values that are inherent in the historic mission of professional librarianship. If librarians and information professionals are to develop strategies for improving the library/information science discipline and professional base, they need to recognize the necessity of building relationships, interdisciplinary links, and networks, as well as understand the public's role in helping them to balance new opportunities with their traditional values. He comments that the NCLIS and the White House Conference on Library and Information Services present opportunities for this public policy formulation process and provides information on the purpose and activities of both entities. He concludes that academic and research libraries require a resurgence of creative excitement directed at recasting their institutions and their professional mission, and that this creative thrust is especially needed in the area of professional education and training of librarians if they are to meet the needs of the future. (BBM)

ED 349 013 IR 054 108

Seibert, Warren F.; And Others
Research Library Trends II: 35 Libraries in the 1970's and Beyond. A Sequel to Research Library Trends, 1951-1980 and Beyond.
PUB DATE- Jan 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Doctoral Degrees; Enrollment; Foreign Countries; Graduate Students; Higher Education; *Library Collections; *Library Expenditures; *Library Personnel; *Library Statistics; Longitudinal Studies; *Research Libraries; *Trend Analysis

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Censorship; Children; Demography; Family Income; Financial Support; *Librarian Attitudes; *Library Materials; *Library Services; Microcomputers; Political Attitudes; *Public Libraries; *Public Opinion; Rural Areas; *Telephone Surveys; Urban Areas

This report presents the findings of a telephone survey of 1,181 adults and 390 librarians which was conducted in 1991 to elicit information on their opinions of services libraries ought to provide; the kinds of materials that should be available to certain people; who should be responsible for libraries; groups who might be involved in controversies about the kinds of materials libraries should have; and alternative solutions to a library's need for additional funds to continue operations. The general public was also asked how often they had used public libraries within the previous year and the services they had used; whether they were comfortable using public libraries; whether they feel that most people who use public libraries have similar backgrounds and values; if they had not used a public library, why they had not; whether they have a personal computer at home; and background questions on their political orientation, the size of their community, the type of community (rural, urban, or suburban), the highest grade in school completed, whether there are any children between the ages of 5 and 18 in the household, their year of birth, ethnic origin, and total household income before taxes. The interviewer was also instructed to record the sex of the respondent without asking. Analyses of the data for individual questions are first reported by percentages of respondents who selected each of four suggested responses and then by the respondent's income (under or over $25,000), age (under or over 40), and race. A copy of the questionnaire is included. (BBM)

ED 349 031 IR 054 245

McClure, Charles R.; And Others
Identifying and Describing Federal Information Inventory/Locator Systems: Design for Network-Based Locators. Vol. I, Final Report. Vol. II, User Guide and Codebook for the Federal Locator Database.
SPONS. AGENCY- General Services Administration, Washington, D.C.; National Archives and Records Administration, Washington, DC.; Office of Management and Budget, Washington, D.C.
PUB DATE- 25 Aug 92
NOTE- 449p.; Diskettes containing the Federal Locator Database are not available through the ERIC system. For a related report, see ED 326 247.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Bibliographic Records; *Computer Networks; *Computer System Design; Data Collection; *Federal Government; *Government Publications; Information Dissemination; Information Management; Information Processing; *Information Retrieval; Interviews; Needs Assessment; *Public Agencies; Public Policy; Qualitative Research; Questionnaires; Surveys
IDENTIFIERS- Internet; *Inventory Systems; National Information Policy; National Research and Education Network

This study continues the research reported in "Federal implementation. Workshop attendees organized training sessions at LCC in fall 1990, consisting of 20 hours of classroom presentations and interaction. All staff at the college were expected to complete the sessions. Beginning in 1990, self-directed management teams were formed, the first one being set up within the Student Services department, followed by four more within the instructional areas. A traditional long-range planning process was initiated in summer 1991, but by February 1992 it had become obvious that the ordinary planning process would not be adequate for the TQM efforts and a new planning process was therefore initiated, involving the identification of critical processes for the campus. Among activities planned for the future are the following: staff training in the customer service model; developing a degree program in TQM; introducing quality concepts into instructional programs; and sharing LCC's experience with other institutions that are beginning to explore the quality concept. (PAA)

ED 349 047 JC 920 434

Kross, Carolyn Sue
Assessing Riverside Community College Nursing Student Attitudes toward Exposure to AIDS/HIV-Positive Patients.
PUB DATE- Mar 91
NOTE- 67p.; Ed.D. Parcticum, Nova University. For a related document, see JC 920 435.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Colleges; Hospitals; *Nurses; Nursing; *Nursing Education; Nursing Research; *Patients; Questionnaires; *Student Attitudes; *Student Reaction; Student Rights; Two Year Colleges
IDENTIFIERS- *Riverside Community College CA

In fall 1990, a study was conducted to assess the attitudes of nursing students who were attending Riverside Community College (RCC), in California, toward exposure to Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) positive patients in a hospital setting. All students enrolled in RCC's associate degree nursing program were surveyed using an adaptation of Wiley's HIV-Impact questionnaire, which employed a Likert scale. In addition, narrative comments were elicited. Study findings, based on responses from all 195 students surveyed, included the following: (1) 56.9% indicated that interaction with HIV-positive individuals would be a positive educational experience; (2) 62.6% feared potentially exposing their families to the disease; (3) 69.2% feared that they would be exposed to HIV infections as students in a clinical setting; (4) 73.8% felt that they were provided with adequate infection control procedures and information for self-protection by the nursing program; (5) 80% felt that nurses should be allowed to refuse assignment to AIDS/HIV-positive patients; (6) 90% indicated that their families supported their decision to go into nursing; (7) 64.6% felt that students should be provided with the option of refusing to work with AIDS/HIV-positive patients, while 74.4% indicated that they would not routinely refuse such assignments; and (8) 93.7% responded that the AIDS threat was not a factor in their selecting nursing as a career. The study report includes a literature review, recommendations for future action, the survey instrument, data tables, and narrative responses. (MAB)

ED 349 048 JC 920 435

ranging from $20,000 to $400,000 per year; (4) five colleges had established major capital projects with goals ranging from $200,000 to $2.1 million; (5) 14 foundations solicited funds through personal contact and direct mail, 7 through personal contact only, 6 undertook phone campaigns, and 4 used all 3 methods; (6) 7 foundations maintained planned giving programs; (7) auctions, endowment challenges, a wine tasting festival, and a summer musical were among the most successful fundraising projects; (8) foundations reported that 50% of donations came from individuals, 16% from businesses, and 14% from corporations; (9) 24 foundations maintained student scholarship programs, and 19 held endowment funds; (10) 18 foundations utilized certificates of deposit while 13 invested in securities; (11) 10 foundations reported total assets in excess of $1 million; (12) only five of the colleges with foundations reported having alumni associations; and (13) 23 respondents stated that the college president serves on the foundation board. Detailed results by institution, narrative descriptions of each foundation provided by respondents, and a directory of the 25 foundations are included. (PAA)

ED 349 064 JC 920 454

Mahony, Elizabeth M., Ed.; And Others
Building Community from Diversity: Connecting Students to Their Learning EnvironmentS. An Anthology of Classroom Projects Undertaken for the Kellogg Beacon Grant. Final Report.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 30 Jun 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Classroom Research; *Classroom Techniques; College School Cooperation; Community Colleges; Community Development; Consortia; *Cooperative Learning; Critical Thinking; Elementary Schools; *High Risk Students; High Schools; Instructional Innovation; Intercollegiate Cooperation; *Reading Instruction; *Teaching Methods; Two Year Colleges; Workshops; *Writing Instruction
IDENTIFIERS- Beacon College Projects; Saint Louis Community College MO

This five-part anthology presents descriptions of 22 classroom projects undertaken by a consortium of Missouri community colleges and elementary and secondary schools, directed by St. Louis Community College. The collection comprises the following articles: "Views of an Elementary Teacher" (Susan Biffignani); "Writing To Learn and Co-operative Learning Go Hand-in-Hand When Teaching an Intro to Computers Class" (Mary E. East); "Directories: Writing To Learn and Reading Strategies in the WordPerfect Classroom" (Dineen Ebert); "Critical Reading, Writing To Learn and Co-operative Learning in the Life Science Course" (Mary Farmer); "Meyers-Briggs and Learning and Writing Styles" (Barbara Harris and Jan Newhouse); "Into-Through-Beyond Content" (Martha Mayne); "The Theme of the Individual and Society: The Puritans to the Scarlet Letter" (Jack Smith); "Beginning at the End" (Linda VanVickle); "Reading Newspapers in Search of Psychology" (Cheryl Hale); "Critical Thinking Activities" (Richard Kalfus); "Directed Reading Guides Yield Creative Assessment Procedures" (Maureen Murphy); "In Class Discussion Promotes Collaborative Learning" (Diane Carson);

preschool education and early intervention, and analyzes the studies' contributions and limitations. Section 2 deals with comparative studies of the effects of different preschool curricula on low-income children, reviewing: (1) taxonomies and classificatory models of preschool curricula; (2) Karnes's 1969 study of the differential effects of five programs representing different levels of structure; (3) the Head Start Planned Variation Study, which compared the cognitive, scholastic, and motivational development of children in 12 different programs; (4) the Ypsilanti Preschool Curriculum Development Project, which compared a language training, cognitive, and traditional unit-based curricula; and (5) L. B. Miller's longitudinal study of four preschool programs. Section 3 focuses on studies of the quality of life in preschool settings, including the Oxford Preschool Research Project, the National Day Care Study, and the findings of the National Association for the Education of Young Children concerning the inconsistencies in child care research. Finally, section 4 advocates a move from the process paradigm model of research to an ecological and mediating process paradigm. This section also reviews studies concerning the interaction of home and out-of-home care; the problems, values, and characteristics of caregivers; and the relation between parents' and caregivers' expectations and the official curriculum. A 144-item bibliography is attached. (AC)

ED 349 082 PS 020 230

Baker, Nancy A.
Strategies for School-Age Child Care in Texas.
SPONS. AGENCY- Texas State Dept. of Community Affairs, Austin.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *After School Programs; Budgeting; Child Development; Compliance (Legal); *Demonstration Programs; Elementary Education; Financial Support; Hearings; Needs Assessment; Parent Participation; Program Descriptions; *Program Implementation; *School Age Day Care; School Personnel; State Federal Aid; *State Legislation
IDENTIFIERS- State Regulation; *Texas

This manual was designed to assist Texas school districts in their efforts to implement Senate Bill (SB) 913 and to serve as a guide for organizing child care programs in the schools. Chapter 1 provides a summary of SB 913, a bill that requires school districts with more than 5,000 students to hold annual public hearings on out-of-school care for children in prekindergarten through 7th grade. The bill also provides funding for child care programs. Chapter 2 offers guidelines on conducting needs assessments and public hearings. Chapter 3 compares advantages of school-operated programs and those operated by outside groups, and lists the provisions to be covered in agreements between school districts and outside groups. Guidance on mobilizing community resources and setting up a new organization is provided. Chapters 4 through 6 focus on budgeting income and expenses, obtaining outside funding, and legal issues. Chapter 7 looks at the child care program, covering objectives, interest centers and other activities, the physical environment, grouping, scheduling, materials and supplies, food, and accreditation. Chapter 8 reviews supervision; and (4) clearly defined personnel policies. Guidelines that apply to career advancement relate to workers' opportunities to enter a career ladder, the assignment of meaningful tasks, and the employer's role in relation to workers. (BC)

ED 349 100 PS 020 675

The Little Things Make a Big Difference: How To Help Your Children Succeed in School.
PUB DATE- 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; *Family Environment; Family Role; *Family School Relationship; Language Acquisition; *Learning Activities; Parents as Teachers; *Parent Student Relationship; Self Esteem
IDENTIFIERS- Parent Expectations; Work Habits

A recent survey of nearly 10,000 elementary and middle-school principals confirmed that home activities can have a dramatic impact on how well children do in school. This booklet describes ways for parents to apply the survey findings in the home. The booklet offers tips for supporting children's learning and development and for undertaking family activities that can help children succeed in school. The tips and activities relate to the family's: (1) reinforcement of children's self-esteem; (2) work habits; (3) support of academics; (4) participation in stimulating activities; (5) emphasis on language development; and (6) expectations for children's academic performance. (BC)

ED 349 101 PS 020 692

Pederson, David R.; And Others
Maternal Sensitivity and Attachment Security: Concordance of Home- and Lab-Based Measures.
SPONS. AGENCY- Ontario Mental Health Foundation, Toronto
PUB DATE- May 92
NOTE- 13p.; Poster presented at the Annual Meeting of the Internatonal Conference on Infant Studies (Miami Beach, FL, May 7-10, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Foreign Countries; Home Visits; *Infants; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Premature Infants; *Security (Psychology)
IDENTIFIERS- Ainsworth Strange Situation Procedure; Maternal Responsiveness; *Maternal Sensitivity

In Ontario, mothers and their preterm or full-term infants were observed at home when the infants were 8 and 12 months of age. At each visit, the Bayley Scales of Infant Development were administered, and after each visit, observers completed the Maternal Behavior Q-Sort and Ainsworth ratings of maternal sensitivity. Maternal sensitivity and infant attachment security scores were derived from these measures. When the infants were 18 months old, mothers and infants were videotaped

IDENTIFIERS- *Cholesterol; Fatty Acids; Health Behavior; Low Density Lipoprotein Cholesterol

Studies have shown that high blood cholesterol levels play a role in the development of coronary heart disease in adults, and that the process leading to atherosclerosis begins in childhood. To address the problem of high cholesterol levels in children, the Panel on Blood Cholesterol Levels recommends complementary approaches for individuals and for the population in general. The approach for the population aims to lower blood cholesterol levels among children and adolescents through population-wide changes in nutrient intake and eating patterns. The panel's population-wide recommendations are directed at groups that influence the eating patterns of children. These groups include schools, health professionals, government agencies, the food industry, and the mass media. The individualized approach calls for the identification and treatment of children and adolescents who are at the greatest risk of having high blood cholesterol as adults. As part of this approach, the panel recommends selective screening of children and adolescents who have a family history of premature cardiovascular disease or a parent with high blood cholesterol. For children and adolescents identified as being at risk, the panel recommends a diet therapy that progressively reduces the intake of saturated fatty acids and cholesterol. In cases in which diet therapy is unsuccessful, drug therapy is recommended. (BC)

ED 349 121 PS 020 823

Van der Vynckt, Susan; Nkinyangi, John A.
Child Health, Nutrition, and School Participation. Report of the Government of Kenya/UNESCO National Planning Workshop (Nakuru, Kenya, October 29-November 2, 1990).
PUB DATE- Apr 91
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Health; *Diseases; *Economic Factors; *Educational Environment; Educational Facilities; Educational Planning; Elementary Education; Enrollment; Foreign Countries; *Health Conditions; Health Facilities; Home Visits; *Nutrition; Program Descriptions; Program Evaluation; Workshops
IDENTIFIERS- *Kenya

This report describes a workshop organized by the government of Kenya and UNESCO (United Nations Educational, Scientific, and Cultural Organization) to consider an intervention project to address the health, nutrition, and education concerns of school-age children. Part 1 of the report reviews the background and objectives of the workshop and discusses topics relevant to education and health. Topics include: (1) the effects of health and nutrition conditions on children's educational outcomes; (2) the democratization of schooling in Kenya; (3) the effects of economic factors on the provision of basic education and health services; (4) challenges for educational planning; and (5) Kenya's school milk program. Part 2 outlines the education and health situations in four districts in which the first phase of the proposed project is to be implemented. Problems such as inadequate school facilities, poor roads and communication, poverty and malnutrition, low teacher morale, and high dropout rates are identified. Figures and tables accompany the text. Field visits made by workshop participants to schools, homes, and communities in six areas in the Nakuru

*Educational Cooperation; Elementary Secondary Education; *Global Approach; *International Education; Program Descriptions; Program Evaluation; *Rural Education; Rural Schools; *School Community Relationship; School Districts
IDENTIFIERS- *Education 2000 (Global Education); *Redwood Falls School District MN

This report describes and evaluates an educational partnership that brought together the resources of three rural Minnesota school districts, institutions of higher education, the Minnesota State Department of Education, and a national organization in order to undertake the long-term development of a program in international education (K-12). The program was developed under the National Model Schools Network in global education curriculum development (Education 2000). This report includes: (1) the original prospectus for this model, discussing the conceptual framework, the purpose of the project, and the planning procedure based on an "ecological approach"; (2) research plan identifying themes of study, specifying data collection strategies, partners, and the timeline; and (3) the project manual development. The focus of the report is on the program of the Redwood Falls School District (Minnesota), which evolved from a program development project in international education into a school and community development process. The document also discusses the development of a national model. Copies of local newspaper reports about the Education 2000 Program and the Redwood Falls project are included. Appendices include 1990 testimonials from steering committee leaders and papers presented at the 1992 Annual Meeting of the American Educational Research Association regarding Education 2000 and the Redwood Falls School District. (LP)

ED 349 138 RC 018 785

Matters, Lorine
Intergenerational Relations: Older Adults and Youth. County Extension Program Guide.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Elementary Secondary Education; Extension Agents; *Generation Gap; *Intergenerational Programs; *Older Adults; Program Guides; Program Implementation; Rural Education; *Volunteers; *Youth

This guide describes intergenerational programs and provides ideas for initiating and implementing informal and formal interaction between youth and senior adults. Intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other. Successful programs provide rewarding experiences for both generations and opportunities for sharing skills, knowledge, experience, and promoting friendships between youth and older adults. In addition, gaps in the service network of private and public social agencies can be identified and filled through intergenerational volunteers. This guide discusses a program development process that addresses the following topics: (1) identification of top priority community needs and resources; (2) identification of a program sponsor and mobilization of purpose of providing information for an assessment of the effectiveness of and need for regulations requiring the use of turtle excluder devices (TED's) by commercial shrimp trawlers. The sources of turtle mortality investigated include activities involving fisheries, dredging, boat collisions, removal of oil platforms, and plastics and debris. Conservation measures are analyzed that seek to protect sea turtle habitat. The report includes the rationale and objectives of a recovery plan, and discussion about education and technology transfer. Appendices are as follows: (1) Endangered Species Act Amendment of 1988; (2) interim report, committee on sea turtle conservation; (3) illustrations of TEDs; (4) aerial survey data of sea turtles in fishing zones; (5) sea turtle stranding data; (6) shrimp fishing efforts; (7) annotated and chronological list of educational efforts on TEDs for fishermen by the National Marine Fisheries Service; (8) annotated and chronological list of educational efforts on TEDs for fishermen by Sea Grant; (9) newsletters and notices pertaining to TEDs; and (10) biographies of committee members. The conclusions drawn from the study suggest conservation measures including the use of TED's, and increased protection for the turtles. Recommendations are also made to improve data bases, establish long-term population surveys, and initiate experimental programs to increase population sizes. (319 references) (MCO)

ED 349 156 SE 052 326

Great Lakes Environmental Education. Special Report.
PUB DATE- May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizenship Education; Critical Thinking; Curriculum Guides; Decision Making Skills; *Environmental Education; Foreign Countries; *Government Role; Government School Relationship; Information Networks; *Marine Education; Marketing; Problem Solving; Program Development; *Program Implementation; State Action; Teacher Education; Thinking Skills; Values; Water Resources
IDENTIFIERS- Environmental Action; Environmental Awareness; Environmental Ethic; Environmental Issues; Environmental Literacy; *Great Lakes; Great Lakes Water Quality Agreement

The International Joint Commission report builds on a previous report to the Governments of the United States and Canada that recommended the Great Lakes (GL) States and Provinces incorporate the GL ecosystem as a priority topic in existing school curricula. This report begins by building an argument showing the need for environmental education (EE) as a way to reduce the contradictions between societies' values and actions. It suggests that governments, industries, and the public work together to create an environmental ethic that prevents pollution, avoids ecosystem exposure to persistent toxic substances, and leads to specific funded programs to remediate existing environmental contamination. To this end, the commission recommends that EE include critical thinking skills and motivation development. Despite several constraints to the inclusion of environmental and GL education into the formal education system, the commission notes several education programs that have been created in the GL region. Described is the history of specific EE program development efforts including a pilot live-by-satellite television conference held in over 33 GL communities created to stimulate information indicated that this discrepancy may have been reduced substantially. Results from ANCOVA with a sample of district middle school students as a comparison group indicate few significant differences between math/science students and comparison students. The researchers concluded that without substantial improvement in minority achievement, the program has not completely fulfilled its' mission. (MDH)

ED 349 174 SE 053 017

Simon, Martin A.
Learning Mathematics and Learning To Teach: Learning Cycles in Mathematics Teacher Education.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Cognitive Structures; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning Processes; Learning Strategies; *Mathematics Education; *Mathematics Instruction; *Models; Preservice Teacher Education; *Teacher Education; Teaching Methods
IDENTIFIERS- *Constructivist Learning

This paper presents a framework utilized in two research projects for mathematics teacher learning based on what is understood about students' mathematics learning. The framework is grounded in a social constuctivist perspective and builds on Karplus' Learning Cycle. A framework for mathematics education identifies a learning cycle that progresses through the following stages: exploration of a mathematical situation, discussion leading to concept identification, and application and extension of new ideas. Labeled as Learning Cycle One, the paper describes how this framework can then be applied to mathematics teacher education in a sequence of five learning cycles. Learning Cycle One, as applied in teacher education, affords preservice or inservice teachers the opportunity to participate as students in mathematics instruction. The teachers' mathematics learning serves as the exploration stage in Learning Cycle Two in which teachers' mathematics learning becomes the object of the exploration, concept identification, and application of Learning Cycle One. Learning Cycle Three sees the same cycle applied to students' learning of mathematics. Learning Cycle Four focuses on learning about the planning of mathematics instruction. Learning Cycle Five focuses on the aspects of teaching mathematics that involve interacting with students in both individual and group situations. The author draws the parallel between learning mathematics and learning to teach mathematics and offers the framework as a structure for thinking about the process of mathematics teacher education. (Contains 11 references.) (MDH)

ED 349 175 SE 053 018

Simon, Martin A.; Blume, Glendon W.
Mathematization as a Component of the Concept of Ratio-as-Measure: A Study of Prospective Elementary Teachers.
PUB DATE- Apr 92
NOTE- 18p.; Paper presented at the Annual Meeting of the American

This annotated bibliography of materials concerning white collar crime is directed at undergraduate students and instructors. Materials are organized into eight subject headings: (1) theoretical statements; (2) data sources; (3) financial institutions fraud; (4) environmental crimes; (5) workplace safety; (6) computer crimes; (7) miscellaneous case studies; and (8) regulation and punishment. The materials include books, monographs, statistics, films, videos, journal articles, and reports. (DB)

ED 349 194 SO 022 009

Nesteruk, Jeffrey; Risser, David
Teaching Ethics in Business Law Courses. Teaching Resource Bulletin No. 2.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Curriculum Design; Curriculum Development; Educational Strategies; *Ethical Instruction; Higher Education; *Law Related Education; *Teaching Methods; Undergraduate Study
IDENTIFIERS- *Business Law

This essay presents an examination of how the discipline of business law has developed in recent years, and then develops a model of business ethics. Business ethics is defined as the study of the body of common values and perceptions that inform business decision making and infuse its external environment. A four-part framework is suggested for teaching this model to students in a manner that provides them with a way of addressing and focusing their own interests. The four parts of the framework are: (1) ethical theory; (2) institutional frameworks; (3) organizational cultures; and (4) individual moral choice and responsibility. The kinds of issues and materials that might be used to present each of the four topics to students are suggested. A 24-item list of further readings is included. (DB)

ED 349 195 SO 022 045

Harding, Jan; Apea, Emmanuel
Women Too in Science and Technology in Africa: A Resource Book for Counselling Girls and Young Women.
PUB DATE- 90
NOTE- 142p.; Contributions by Kabiru Kinyanjui and Eddah Gachukia. Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developing Nations; *Employed Women; *Equal Opportunities (Jobs); Females; Foreign Countries; Professional Occupations; Science Careers; Science Education; *Scientists; Sex Bias; Sex Discrimination; Technical Education; *Technical Occupations; *Technology
IDENTIFIERS- *Africa

This resource book profiles over 40 African female scientists and

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Foreign Countries; *Foreign Policy; High Schools; Instructional Materials; *International Relations; Learning Activities; Social Studies; Teaching Guides; Teaching Methods; United States History
IDENTIFIERS- Caribbean; Central America; *Cold War; Cuban Missile Crisis

With the improvement of U.S.-Soviet relations in recent years, there is much reason to take a fresh look at U.S. foreign policy. This teacher's resource book is designed to accompany a unit that provides high school students with an opportunity to examine U.S. policy toward the Caribbean and Central America. Composed of four chapters, the first chapter examines the economic and military concerns that linked the history of the Caribbean and Central America to the United States. Chapter 2 explains how differences with Cuba became entangled with the larger U.S.-Soviet confrontation in the early 1960s and focuses upon the Cuban Missile Crisis. The third chapter examines the last three decades of U.S.-Soviet-Cuban relations. Finally, the unit concludes with a chapter on the future of U.S. policy toward the Caribbean and Central America. In this section, students are asked to reflect on what they learned and choose one of three options for the future course of U.S. foreign relations toward the region. The teacher's resource book contains eight lessons to be taught in conjunction with the student text. Lessons 3-6 focus specifically on the dimensions of the triangular U.S.-Soviet-Cuban relationship, while lessons 1, 2, 7, and 8 largely explore the U.S. role in the Caribbean and Central America. The resource book also contains supplementary notes that feature additional background on the Cuban Missile Crisis, including much of the correspondence between Kennedy, Khrushchev, and Castro. (DB)

ED 349 218 SO 022 351

Holroyd, Colin; Munn, Pamela
Investigating in the Social Subjects. SCRE Project Report No. 34.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Feb 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Educational Research; Foreign Countries; Intermediate Grades; Research Skills; Secondary Education; Social Studies; *Student Attitudes; Student Educational Objectives; *Student Research; *Teacher Attitudes
IDENTIFIERS- *Scotland

This report discusses findings from a research project examining the demands made on students and teachers by the "investigations" (or research) required of students in social subjects in Scottish schools. Students and teachers in six secondary schools in Scotland were interviewed, and it was found that teachers were seriously concerned about the demands made by the investigations upon them. However, students found investigations enjoyable and valuable, and they did not think they were particularly difficult. The report also contains a brief set of recommendations, among which it was urged that more definitive guidelines concerning the manner in which

Education; Social Studies; Student Projects; Teaching Guides; Teaching Methods; *United States History; *Vietnam War

This teacher's manual is designed to accompany the curriculum "The Lessons of the Vietnam War." For each of 12 units of the curriculum, this manual suggests projects for student research and classroom activities. The 12 units are entitled: (1) Introduction to Vietnam: land, history and culture; (2) America at war in Vietnam: decisions and consequences; (3) Was the Vietnam War legal?; (4) Who fought for the U.S.?; (5) How the U.S. fought the war; (6) When war becomes a crime: the case of My Lai; (7) Taking sides: the war at home; (8) How the war was reported; (9) The Vietnam War in American literature; (10) The wounds of war and the process of healing; (11) Boat people; and (12) The Vietnam War: Lessons from yesterday for today. This manual also includes student handouts, an annotated list of documentary films/filmstrips and videocassettes, and organizations to contact for speakers about the Vietnam War. (DB)

ED 349 240 SO 022 443

Alexander, Debbie; And Others
Sourcebook of Arts Statistics: 1989. 1992 Addendum.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- May 92
NOTE- 570p.; For a related document, see ED 326 462.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Art Activities; Art Education; Artists; Films; Literature; Museums; Music; *National Surveys; Radio; *Statistical Data; *Statistical Surveys; Television; Theater Arts; Visual Arts

This report presents an addendum update of the 1989 Sourcebook of Arts Statistics. The 1989 Sourcebook was the second in a series begun in 1987. The sourcebook and the 1992 Addendum are intended to serve as general reference books on arts statistics. The 1992 Addendum includes only new information or statistical series that could be updated since the 1989 report was prepared. It is, therefore, intended to be used in conjunction with the 1989 Sourcebook and is not intended to stand on its own as a summary of the most recent available national statistics on the topic. The report contains eight chapters, three are general cross-disciplinary chapters and five focus on specific disciplines or groups of disciplines. The chapters are as follows: (1) Arts in the economy; (2) Artists and arts employment; (3) Arts education; (4) Performing arts; (5) Visual arts; (6) Literature; (7) Museums; and (8) Motion pictures, radio, television, and recording. (DB)

ED 349 241 SO 022 462

Gray-Whiteley, Peter
Anthropocentrism, Schools, and Environment.
PUB DATE- Apr 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

a knowledge base regarding cultural diversity and determining the current beliefs widely shared by candidates before they study teacher education). Several research reports on preservice teacher beliefs are discussed. Research reports and program descriptions related to minority teacher education programs (the second topic) are reviewed. The programs include: the Bilingual Teacher Training Program at California State University at Chico; the Minority Teacher Development Program, developed by the Denver (Colorado) Public Schools and several local colleges; the Minority Mentorship Project at Texas A & M University; and two student teaching programs at Moorehead State University (Minnesota). The recommendations from the literature discussed include: incorporating a multicultural perspective throughout the teacher education curriculum rather than limiting efforts to one course; arranging positive, quality field experiences; and providing opportunities for teacher education students to have personal interactions with minority students. (IAH)

ED 349 262 SP 033 889

Buenaventura, Lisa; Donlin, Mike
The Seattle Public Schools Department of Transitional Bilingual Education and the Origins of the G-Step Program.
PUB DATE- 26 Feb 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; *Bilingual Teachers; College School Cooperation; Elementary Secondary Education; English (Second Language); Graduate Study; Higher Education; Inservice Teacher Education; Minority Group Teachers; *Preservice Teacher Education; *Program Development; School Demography; Second Language Instruction; *Teacher Recruitment
IDENTIFIERS- Seattle Pacific University WA; *Seattle Public Schools WA

Within the Seattle (Washington) public schools, potentially 1 out of every 5 students in any given classroom speaks a language other than English, and 1 in every 10 speaks little or no English. More than 75 different languages and dialects are spoken by students in the Seattle School District, with most languages being of Asian origin. However, there are relatively few language minority teachers or teachers trained in second language instruction available in the system. The Seattle Public School System, in response to requests from teachers and building administrators, has offered inservice workshops on second language instruction for several years. This paper describes the development of a two-year preservice teacher certification program, developed by the Seattle Public Schools in collaboration with Seattle Pacific University, to recruit minority and bilingual teachers. The program, the Graduate Secondary Teacher Education Program (STEP), is a part-time program which includes initial field experience and a 10-week full-day internship. A primary focus of this recruitment and training effort is the existing bilingual instructional assistants who work in the schools. The attachments to this paper include a fact sheet on STEP, instructional assistant survey forms, and demographic statistics of the language

Education; Higher Education; *Hispanic Americans; Inservice Teacher Education; Minority Groups; *Preservice Teacher Education; School Holding Power; Staff Development; *Teacher Certification; Teacher Education Curriculum; *Teacher Evaluation; Teacher Persistence; *Teacher Recruitment; Teacher Student Relationship; Teacher Supply and Demand; Teaching Methods

Little has been studied or written about promising practices and programs that seek to train, recruit, and retain Latino and other minority teachers. This bibliography aids that research by providing educational scholars and practitioners with references to articles and books that have been written in the areas of assessment; certification; methodology, pedagogy, and curriculum; recruitment, retention, supply, and demand; and teacher preparation and staff development. The bibliography contains more than 400 sources published between 1983 and 1990. The materials include fugitive documents (unpublished conference papers, keynote addresses, program descriptions, and other materials as well as works identified through three major bibliographic databases: Educational Resources Information Center (ERIC), The Education Library, and U.S. Government Publications. Tables are included which provide statistical information on the number of citations on topics covered in the bibliography that were found in searches of the three databases and among fugitive documents. Also given are statistics on the number of documents with Latino content. (IAH)

ED 349 280 SP 033 985

Hall, Bruce W.; And Others

Attributions That Teachers Hold to Account for Student Success and Failure and Their Relationship to Teaching Level and Teacher Efficacy Beliefs.

PUB DATE- Apr 92

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Attribution Theory; Elementary School Teachers; Elementary Secondary Education; Failure; Locus of Control; *Performance Factors; Secondary School Teachers; *Self Efficacy; *Student Characteristics; Success; *Teacher Attitudes; *Teacher Expectations of Students

This study was conducted to examine attributions that teachers hold for students' academic success and failure, and the relationship between these attributions and teaching level and teacher perceptions of efficacy. Elementary (N=123), middle (N=55), and high school teachers (N=62) were surveyed; attributional data were gathered through the Teacher Attributions for Academic Performance Scale, and teacher efficacy measured by two items: Personal Teaching Efficacy (PTE), the belief that one has the ability to bring about student learning even under difficult circumstances, and Teaching Efficacy (TE), the belief that any teacher has the ability to bring about change in students despite factors beyond the teacher's control. Results indicated that attributions held about students' academic performance vary depending upon the efficacy beliefs held by the teacher; teachers high in PTE beliefs emphasized the role of the teacher and the instructional program in explaining student success while de-emphasizing home influences; teachers with a strong teaching experience. Ten subjects, five experienced and five nonexperienced educators, engaged in two tasks. In the first task, subjects were asked to provide written responses to four questions designed to elicit belief statements about education; the second task required subjects to think aloud as they responded to two written vignettes of typical classroom situations. Results indicate that the most fundamental determinant of teacher decision making is the structure of a teacher's knowledge which is greatly influenced by the types of teaching experiences that teacher has encountered. Five appendices, which comprise over 50 percent of the document, consist of a pretest, a think-aloud task (vignettes), an example of the analysis process, coding for causal statements and examples, and diagrams of problem solving activities. (Author/LL)

ED 349 300 SP 034 043

Livingston, Carol C.; Castle, Shari
Restructuring Schools: New Tensions and Dilemmas for Teachers.
PUB DATE- Apr 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Excellence in Education; *Faculty Development; Inservice Teacher Education; *Organizational Change; *Participative Decision Making; *Professional Autonomy; *School Restructuring; Site Analysis
IDENTIFIERS- Collaborative Talk; *Dilemma Discussion Approach; *Mastery in Learning Project (NEA)

This study describes significant issues and learnings identified by 26 school faculties engaged in site-based, faculty-led reform initiatives over a 5-year period during participation in the National Education Association's Mastery in Learning (MIL) Project. A representative sample of MIL sites is utilized to reframe issues and learnings into dilemmas. The paper explores: (1) the concept of dilemmas in educational decision making; (2) the background of MIL; (3) cross-project data (timelines, end-of-project interview transcripts, and transcripts of narratives); (4) six sites as exemplars in identifying faculty-led school restructuring; (5) each site's restructuring endeavors; (6) a categorized list of dilemmas derived from self-report data; and (7) utilization of a dilemma framework as a component of faculty development and collaboration. Included are tables listing frequency and "globalness" of issues such as percentage of disruptions, personal learnings, and advice for others and a figure describing dilemmas expressed by MIL participants. Dilemmas of Schooling (from Berlak & Berlak, 1981), a sample timeline, and an end-of-project interview protocol are appended. (LL)

ED 349 301 SP 034 044

Kemp, Leroy
Relationship between Afro-American Preservice Teachers' Pedagogical Clinical Knowledge and Reflective Thinking.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Testing; *Computer Assisted Testing; Correlation; *Difficulty Level; Higher Education; *Multiple Choice Tests; Scoring; Statistical Significance; *Test Reliability; Test Validity
IDENTIFIERS- Answer Banks; *Item Discrimination (Tests); *Multi Digit Tests

Three descriptive statistics (difficulty, discrimination, and reliability) of multiple-choice (MC) test items were compared to those of a new (1980s) format of machine-scored questions. The new method, answer-bank multi-digit testing (MDT), uses alphabetized lists of up to 1,000 alternatives and approximates the completion style of assessment items. Five data sets were analyzed with a total of over 500 postsecondary students. Each student answered between 13 and 30 pairs (total of 110 pairs) of identical questions in both MC and MDT formats. Quantitative measures, including correlation and significance of difference in means, reveal that in comparison to MC questions, the MDT items predictably are: (1) more difficult; (2) consistently better discriminators (higher validity); and (3) continually better providers of test reliability. The evidence firmly indicates that the MDT answer bank format of responses is superior in these quantitative measures to the MC format for questions where either could be used appropriately. The MDT format could be widely used in education to improve measurement without raising costs. One table and four appendixes are included. Appendixes 1 and 2 provide background material and a description of the data sets. Appendixes 3 and 4 contain 15 tables of statistics describing the data sets. (Author/SLD)

ED 349 320 TM 018 933

Barton, Paul E.; Coley, Richard J.
America's Smallest School: The Family. Policy Information Report.
PUB DATE- 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Child Rearing; Educational Improvement; Elementary Secondary Education; Family Characteristics; *Family Role; Home Study; Homework; Parent Influence; Parenting Skills; Parent Participation; *Parents as Teachers; Parent Student Relationship

The basic socializing and nurturing institution in the United States is the family, which can be considered America's smallest school. This report assembles a variety of measures that are available to indicate what happens outside the school and within the home that is related to educational achievement. Information comes from large-scale surveys and measurement programs. The report's main focus is on the following topics: (1) the parent-pupil ratio; (2) the home library; (3) reading at home; (4) watching television; (5) homework; (6) absence from school; (7) parent involvement; and (8) family resources. Each of these topics has a section to itself and each section includes statistical graphs and charts. A concluding summary reviews all sections. As the nation strives to reach goals for education by the year 2000, the family seems to be playing a smaller role in educational improvement. However, parents can

Spano, Sedra G.
FEEDBACK: An Updated Look at Limited-English-Proficient Students in AISD.
PUB DATE- Dec 91
NOTE- 3p.; For a 1990 study, see ED 325 517.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Enrollment; Hispanic Americans; *Limited English Speaking; Low Income Groups; Preschool Education; Program Evaluation; *School Districts; School Statistics; *Spanish Speaking; *Transfer Students; Vietnamese People
IDENTIFIERS- *Austin Independent School District TX; Language Minorities

Information about limited-English-proficient (LEP) students in the Austin (Texas) Independent School District (AISD) is summarized. In the 1990-91 school year, 5,047 students in the AISD were served in LEP programs at elementary schools (3,933 students), middle schools (555 students), and secondary schools (559 students). Most were Spanish speakers (90 percent), with speakers of Vietnamese (3 percent) the next largest group. Overall, students in LEP programs represent 65 languages. Most (92 percent) of the AISD's LEP students were from low-income families. Programs offered include: (1) bilingual education; (2) English as a Second Language; (3) the Language Arts Mastery Program (an oral language arts program); and (4) modified instruction. In some cases, students needing a particular type of instruction had to transfer to other school campuses. In 1990-91, there were 282 transfers for such reasons. A total of 393 students exited from LEP programs in the school year. Of the 2,974 graduates in 1990-91, 27 percent were LEP or formerly LEP. Six figures illustrate the summary, and there is a six-item list of references. (SLD)

ED 349 339   TM 019 050

The Research and Evaluation Agenda for the Austin Independent School District, 1991-92.
PUB DATE- 91
NOTE- 158p.; For the 1990-91 report, see ED 329 567.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Agenda Setting; Budgeting; Compensatory Education; Databases; Educational Assessment; Educational Objectives; *Educational Planning; Educational Research; Elementary Secondary Education; Federal Aid; Program Descriptions; *Program Evaluation; *Research Projects; Retrenchment; *School Districts; Scoring; State Aid; Teacher Education
IDENTIFIERS- *Austin Independent School District TX; Synopses

Evaluations and other major projects of the Austin (Texas) Independent School District (AISD) Office of Research and Evaluation for 1991-92 will focus on: (1) externally funded programs; (2) system-wide achievement testing; and (3) system-wide evaluation. Eight evaluations will assess the impact of programs and grants funded by federal or state resources beyond the local district budget, largely in the areas of compensatory education (Chapter 1) and teacher education. Testing programs mandated by the state will be coordinated and administered, and

Experience from Africa to Montgomery to Bedford-Stuyvesant.
PUB DATE- 92
NOTE- 19p.; Document contains light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African History; Assembly Programs; Black Culture; *Black History; *Curriculum Development; Interdisciplinary Approach; Junior High Schools; Language Arts; *Middle Schools; Oral History; Parent Participation; *Secondary School Teachers; *Teacher Developed Materials; Teacher Role; *Urban Schools
IDENTIFIERS- New York City Board of Education

This guide describes how to implement an interdisciplinary black history project designed to explore black experiences through a combination of personal anecdotes and text research. The program was designed by a teacher at Satellite East Junior High School in Brooklyn (New York). An introduction gives an overview of the structure and aims of the program, which begins with research at the library on black history and interviews of three generations in the students family about their opinions and their experiences as Black persons and culminates in an assembly during which students and their relatives, teachers, and other staff gather to share personal experiences and to hold a mock-civil rights march. An overview further describes the goals and incentives to students. Another section describes activities, assignments, evaluations, and projects for the first 5 days of the project. A conclusion describes the personal experiences and enthusiasm for the project of the teacher who developed it. Attached are a letter sent to parents announcing the program, sample lesson plans for three classes, and a copy of the program and script from the assembly held at Satellite East Junior High School. (JB)

ED 349 358 UD 028 849

Stafford, Walter; And Others
Cause for Alarm: The Condition of Black and Latino Males in New York City.
SPONS. AGENCY- New York Community Trust, N.Y.; Rockefeller Foundation, New York, N.Y.; United Way of Tri-State, New York, NY.
PUB DATE- Sep 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Blacks; Correctional Rehabilitation; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Equal Education; Equal Opportunities (Jobs); Family Life; *Hispanic Americans; *Males; Racial Discrimination; Urban Problems; *Urban Youth; Welfare Services; Well Being
IDENTIFIERS- *Latinos; New York (New York)

This report documents the problems of Black and Latino males in New York City by assembling a broad range of data regarding the connections between the City's Black and Latino men and its social and economic institutions. The report draws primarily on data from federal surveys and administrative data from New York City and New York State agencies. Data were also collected from 5 focus groups convened of 8 to 12 young males between the ages of 12 and 19 years from various backgrounds. The report is instructional effectiveness; department heads' personal involvement; future of computers in instruction; current practices in classrooms; and top problems to solve. Forty-one tables and 29 graphs display the findings on such topics as formal teacher training; hours per week computers are used; student time on computers; computer literacy requirements for certification; repair of computers; advantages for students with special needs; effects of computer use; reasons programs are not being used; types of computers; who should get training; most important influence; unused programs; teacher and student complaints; and a prioritized list of top problems identified by the survey respondents. (ALF)

ED 348 957 IR 015 619

Handbook for Technology Planning in Texas Public Schools.
PUB DATE- 92
NOTE- 62p.; Produced by the Advisory Committee for Technology Standards and the Technology Services Division.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advisory Committees; Check Lists; Computer Networks; *Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Guidelines; Long Range Planning; Models; *Public Schools; School Districts; State Legislation; Telecommunications
IDENTIFIERS- *Texas

This handbook for educators and officials in Texas school districts provides guidelines for planning, implementing, and evaluating technology use in order to improve student achievement. Intended for use in districts that are planning locally appropriate strategies, the handbook is divided into seven major sections: (1) Introduction (purpose, the planning process, local decision making, and the district's vision for students); (2) Technology in Texas Schools (a long-range plan for technology, a summary of technology-related legislative action, other major initiatives including networks and advisory committees, and state and regional agencies); (3) Planning Optimum Results (scope of district planning efforts, technology planning efforts, and a strategic planning model for the effective implementation of technology in both instruction and administration); (4) Components of a Plan (mission/philosophy statement, goals and objectives, action plans, and evaluation of the planning process); (5) Local Board Approval of Plan; (6) Other Planning Issues (research and development, partnerships, facilities planning, technology inventory process, sources of technology plan development, maintenance and support, technology obsolescence issues, licensing agreements, copyright and ethics, and the competitive bidding process); and (7) Technology Planning Checkpoints (an extensive check list designed to ensure that key components are considered in the planning process). Details of state legislation that directly affect educational technology and a list of 16 resources are appended. (ALF)

ED 348 958 IR 015 622

Cutting, Alan K.
The Role of Media Technology within the Proposed Open University

Foreign Countries; Guidelines; Library Administration; Library Facilities; *Resource Centers; *Services; Shared Resources and Services; *Standards; State Departments of Education
IDENTIFIERS- Northwest Territories

This handbook sets out guidelines for the administration of resource centers for schools in the Northwest Territories, Canada, offers definitions of suitable and adequate resource services, and may be used as a planning tool for management staff. Four major topics are covered: (1) jurisdictional roles and responsibilities of the Department of Education and individual boards of education; (2) educational resource services offered by the Department of Education; (3) educational resource services offered by boards of education in the areas of program support services, technical support services, consultant services, research and development services, and cooperative and collaborative services; and (4) operational guidelines for all resource centers for administration and financing, staffing, and the facility. (ALF)

ED 348 976 IR 015 654

Cradler, John
Comprehensive Study of Educational Technology Programs in California Authorized from 1984-92. Executive Summary.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Clearinghouses; Computer Software Development; *Computer Software Selection; *Educational Technology; *Educational Television; Elementary Secondary Education; Inservice Teacher Education; *Program Evaluation; Program Implementation; *State Programs; *Videotape Recordings
IDENTIFIERS- *California

This executive summary of an in-depth analysis and evaluation of California's educational technology programs provides information on programs funded from 1984 to 1992 and provides guidelines for the evaluation of future state-funded educational technology programs and projects. Summaries of the findings for educational technology programs from 1984-89 include district-developed projects; Adoption/Expansion grants for technology access and use; Technology in the Curriculum (TIC) guides for selection of software and video; summer institutes for training educators to train others in integrating technology into the curriculum; California Instructional Video and Software Clearinghouses; video development projects; distribution of VCRs in 1985; and statewide licensing of instructional television (ITV) programs and their distribution. Programs authorized from 1989-92, which were the major emphasis of the study, are described under three headings: (1) Regional Support Services--California Technology Project and Instructional Television Agencies; (2) Resource Development--Level II Model Technology Schools, Level I Model Technology Schools, and Software Development Projects; and (3) School-Based Planning and Implementation--School-Based Educational Technology Grants. Recommendations for improving the quality of programs, equity of technology access, impact on students, management of resources, and accountability of the state educational programs conclude this report. (ALF)

ED 348 977 IR 015 655

to analyze the Annual Statistics database in light of these requirements; (3) to develop draft performance measures, service roles, and planning models; (4) to conduct a workshop to inform the membership of the Association of Academic Health Science Library Directors (AAHSLD) on the status of the project, as well as to inform them on the components of the planning process; and (5) to task the remaining phases of the project. The main body of the report provides a brief introduction to the project, an overview of the method, key findings and conclusions, and a proposed tasking and budget for remaining project phases. Twenty key recommendations cover strategic planning, vision statements and performance measurement, data management, and improved education for management and evaluation. The seven appendices, which make up the major part of the final report, contain detailed reports on data collection activities, the findings, and recommendations. (KRN)

ED 348 995 IR 054 075

Cassell, Marianne Kotch
Planning for Accessibility.
PUB DATE- May 91
NOTE- 88p.; Developed by Marianne Kotch Cassell and the Vermont Board of Libraries Access Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); Disabilities; Facility Planning; *Facility Requirements; Federal Legislation; *Fund Raising; Guidelines; *Library Facilities; *Public Libraries; *Public Policy; State Legislation; State Programs
IDENTIFIERS- Library Services and Construction Act

This practical manual provides useful, concrete ideas and suggestions to help public libraries make libraries more accessible to persons with disabilities. Most suggestions are for persons who have difficulty with mobility. Reviews of pertinent laws and regulations are followed by concrete, step-by step suggestions for planning for accessibility, including smaller, low-cost changes. Twenty-two potential obstacles, such as parking, walks, ramps, doors, tables, aisles, equipment, restrooms, elevators, lighting, and water fountains are treated in separate discussions. The American National Standards Institute (ANSI) standards for accessibility are included in each discussion, as well as a list of libraries that have already implemented recommended changes. Ways to raise money for building or equipment modifications are described, and a list of 10 potential resources is provided. Appended materials include a resource list for further information or assistance; two bibliographies, Planning for Accessibility and Planning to Build; a list of public libraries in Vermont that are physically accessible; and excerpts from Public Law 101-336, The Americans with Disabilities Act of 1990, that are of interest to public librarians. (KRN)

ED 348 996 IR 054 078

Rothlisberg, Allen P.
Training Library Work Study Students for Academic Credit: A Way To Address the Accountability Factor.
PUB DATE- 1 Apr 92
NOTE- 6p.
LANGUAGE- English

IDENTIFIERS- Association of Research Libraries; Canada; United States

This study is based on the annual statistics of 35 institutions, all members of the Association of Research Libraries. For 17 of the libraries, the statistics cover 1969-1988; for the rest, they cover 1976-1988. Procedurally, the study parallels both its 1987 ancestor ("Research Library Trends, 1951-1980 and Beyond") and the earlier "Purdue Study" series, but here the 35 libraries are separate from, and many are smaller and younger than the 58 included in the earlier work. The study describes growth and change in library holdings, volumes added, professional and non-professional staff size, and expenditures for salaries and for materials and binding. Figures for graduate enrollment and Ph.D. degrees awarded are also included. Expenditures, the most regular and predictable of the trends studied, are expected to continue to increase at a rate of about 8%-9% per year. Collections, which probably will continue to increase as a result of something like a "flywheel effect" (the continuing motion of a large mass that has been in motion "forever"), will probably not continue to double in less than 20-year intervals, as was common in the past; current rates of increase for collections are well below those of the 1960's, and they may decline further. Eight appendices include a listing of the nine Purdue study reports; an excerpt and references from an earlier report; lists of National Center for Education Statistics and Canadian data source documents; Canadian and U.S. dollar conversion factors; tables and figures displaying selected data; and inflation factors. An index is provided. (Contains 48 references). (BBM)

ED 349 014   IR 054 113

Jurgens, Jane Catherine; Villa, Dario J.
Academic Libraries as Dynamic Classrooms.
PUB DATE- 17 Mar 92
NOTE- 9p.; Paper presented at the Illinois Annual Conference (March 17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Libraries; Course Integrated Library Instruction; Higher Education; *Library Instruction; *Library Role; Library Skills; *Nontraditional Students; *Research Skills; Student Reaction; Undergraduate Students
IDENTIFIERS- *Information Literacy; Northeastern Illinois University

This paper begins by discussing the problems encountered by nontraditional university students who, for a variety of reasons, lack the skills necessary to complete assignments that require library research, and the role of the librarian in assisting these students. It then describes two approaches being used by librarians at Northeastern Illinois University to address the task of teaching students the skills that constitute information literacy, i.e., how to recognize the need to gather information on a given topic, to have the capacity to sift through information sources to locate the information needed, to evaluate the information found, and then incorporate the relevant information into a coherent project. The first approach described is the Research Paper Consultation Project, a pilot project that offers students the opportunity to meet with a librarian on a one-to-one basis and ask

Information Inventory/Locator Systems: From Burden to Benefit: Final Report" (McClure, et al., 1990). Begun May 1, 1991, and completed in August 1992, this exploratory and descriptive research was intended to improve access to and use of U.S. Government information. Its methodology relied on multiple data collection and analysis strategies, employing primarily a qualitative approach with three specific objectives: (1) to identify existing and planned federal locators; (2) to identify critical success factors in the design, development, and maintenance of a federal agency locator; and (3) to identify and discuss key issues and policy recommendations related to the design and development of a government-wide locator system. Volume I describes the methodology of the study; summarizes the key findings from assessment of the locator systems described in the FLD (Federal Locator Database); identifies critical success factors to be considered in the development of a locator and in the establishment of agency locators; discusses selected key issues and conclusions related to the development, access, and use of the locator systems; and summarizes the current context in terms of the existing federal information policy framework, the evolution of Internet/NREN (National Research and Education Network), and the importance of client-server technology. The final chapter presents recommendations for developing a federal policy context to promote the development of locators and designing a network-based GIILS (government information inventory locator system). Six appendices to this volume include the Agency Interview Protocol and information on WAISTATION, a user interface for wide area information servers. Volume II describes the machine-readable version of the FLD, which was developed as a result of this study, and explains how to use the FLD. The five appendices that make up the major part of this volume provide brief descriptive information on the locators and other government databases identified during the study. (77 references/11 references) (BBM)

ED 349 032   IR 054 250

ERIC User Survey. Report.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Bibliographic Databases; Graduate Students; Indexes; *Information Needs; Librarians; Online Searching; *Opinions; Optical Data Disks; Questionnaires; Researchers; Surveys; Teachers; *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *ERIC; Policy Makers; Printed Materials

This survey, which was conducted in 1991, was designed to assess the education information needs of respondents, as well as the extent of their use of (Educational Resources Information Center), ERIC, their evaluation of ERIC services and products, and their suggestions for system improvement and expansion. The 1,184 respondents who completed a 21-question survey included administrators, classroom teachers, policymakers, education researchers, graduate students, and others. Their responses showed a high degree of familiarity with ERIC; librarians were the user group with the highest degree of ERIC recognition; the two most common ways to learn about ERIC were through courses

Kross, Carolyn Sue
Development of Guidelines Related to Riverside Community College Nursing Student Mandatory Assignment to AIDS Patients in the Clinical Setting.
PUB DATE- Jan 91
NOTE- 60p.; Ed.D. Practicum, Nova University. For a related document, see JC 920 434.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Administrator Attitudes; Administrators; College Faculty; Community Colleges; *Guidelines; Hospitals; Nurses; *Nursing Education; Nursing Research; Patients; Questionnaires; School Policy; *Student Behavior; Student Rights; *Teacher Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS- Riverside Community College CA

The purpose of this study was to develop Associate Degree nursing program guidelines for Riverside Community College (RCC), in California, regarding mandatory nursing student assignment to Acquired Immune Deficiency Syndrome (AIDS) patients, and student refusal of such assignments in a clinical setting. During the 1990 fall semester, RCC's Nursing Curriculum Committee drafted and revised the guidelines with the researcher serving as facilitator. Two surveys were conducted for data collection. First, 25 administrators, representing the Dean/Director's Organization of Southern California Associate Degree Nurses, were surveyed to determine the status of any existent AIDS-related policies for nursing programs. In addition, 12 RCC nursing faculty were surveyed to determine their attitudes, beliefs, and concerns about mandatory AIDS-related assignments for students. Selected findings included the following: (1) 56% of the administrators did not ensure that all of their nursing students were assigned to AIDS patients; (2) 84% of the administrators indicated that their institutions did not have a policy regarding the right of a student to refuse to care for AIDS patients; (3) 50% of the faculty felt that nursing students should be assigned as students to AIDS patients; (4) 76.9% of the faculty members were willing to participate in clinical procedures with students who were assigned to AIDS patients; and (5) 53.8% of the faculty felt that students had a right to refuse assignment to an AIDS patient. The study report includes the "Policy for Student Assignment to AIDS/HIV-Seropositive Clients," which was approved by 75% of RCC's nursing faculty, a literature review, recommendations, the survey instruments, and narrative responses. (MAB)

ED 349 049 JC 920 436

Kangas, Jon
Success and Retention Rates for Gateway U Classes, Spring 1992. Research Report #256.
PUB DATE- 25 Aug 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Comparative Analysis; *Developmental Studies Programs; Educationally Disadvantaged; Grades (Scholastic); *High Risk Students; Intervention; *Program

"Using Active Questioning Techniques To Enhance Lecture/Discussion Classes" (Rosemary Thomas); "Group Process and Primary Source Materials: Collaborative Analysis" (John Bayer); "Cooperative Learning for the Research Paper" (Elvis G. Clark); "Small Groups as Teaching/Learning Communities" (Joseph F. Dunne); "Cause and Effect in American History" (Cliff Downey); "A Collaborative Learning Project in a Math Survey Class" (Toni Garrett); "Teaching Syntax and Semantics through Music" (Alline Greer); "Connecting Students' Experiences to Course Content through Collaborative Learning" (Judith Leach); "Improving Assessment in General Psychology" (Fredna Carlson Scroggins); and "The Kellogg-Beacon Project: Support for Changes in Writing Classes and Assessment Procedures" (Barbara Thompson). An index of contributors and institutions, a directory of Associate Colleges and Co-Participating Schools, schedules of project workshops, and a bibliography are attached. (MAB)

ED 349 065   JC 920 455

Chitwood, James P.
A Decision-Making Analysis of Fund Raising Options in a Public Community College.
PUB DATE- Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; Community Colleges; Corporate Support; *Decision Making; Educational Finance; *Fund Raising; Institutional Advancement; Judgment Analysis Technique; Philanthropic Foundations; *Policy Formation; *Private Financial Support; Two Year Colleges
IDENTIFIERS- Okaloosa Walton Community College FL; *Optimum Allocation Analysis; Part Whole Percentaging Analysis; Policy Analysis

Because financial stability of colleges and universities is threatened by level or decreased funding from all government sources, private resource development looms as a crucial element of community college operations in the next century. In order to determine the optimal private sources to target, Okaloosa-Walton Community College (OWCC), in Niceville, Florida, performed a decision-making analysis of fund raising options. An optimum allocation analysis was undertaken to assess the donor potential of individuals, alumni, corporations, and foundations, using Policy, a multi-criteria decision-making program modeled after the part/whole percentaging analysis developed by Nagel (1985 and 1987). Each of the four options was assessed in terms of the following five criteria: (1) capacity of giving; (2) motivation toward giving; (3) frequency of giving; (4) tax incentives; and (5) dependability of the source of revenue. The overall allocation percentage for individuals was highest (36.7%), while corporations were a close second at 30.68%. Alumni and foundations rated 19.27% and 13.33%, respectively. Because the closeness of the allocation percentages for individuals and corporations did not indicate a clear preference, a sensitivity analysis was performed on the two options. Four graphs of the results were prepared to illustrate the allocation outcomes with changes in relationship scores and weights. In comparing the two options, individuals won 54.72% to 45.28% for corporations, indicating that the pursuit of individual donors was the preferred route for raising private funds for OWCC. (MAB) developmental characteristics and needs of 4- to 12-year-olds. A section on special needs children is included. Chapter 9 discusses personnel and staffing issues and chapter 10 reviews ways of ensuring parent involvement. Finally, chapter 11 describes model programs illustrating a variety of approaches to school-age child care. A 44-item bibliography, a list of resources, and additional information on SB 913 are appended. (AC)

ED 349 083 PS 020 320

Goffin, Stacie G., Ed.; Stegelin, Dolores A., Ed.
Changing Kindergartens: Four Success Stories.
PUB DATE- 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; *Change Agents; Child Development; *Educational Change; *Educational Philosophy; *Educational Practices; Elementary School Teachers; *Kindergarten; Parent Participation; Primary Education; Principals; *Program Development; Student Centered Curriculum; Superintendents; Teacher Role
IDENTIFIERS- *Developmentally Appropriate Programs

This document relates the experiences of individuals who have embraced the concept of developmentally appropriate practice in kindergarten and made the effort to translate their understandings into practice in public school settings. The book's primary authors are a kindergarten teacher, an elementary school principal, a school superintendent, and parents of kindergarten children. Their stories record the complicated process of moving from a comfortable, traditional perspective on working with 5-year-old children to an approach that demands reflection, complex implementation, and political negotiation. The book's chapters are: (1) "Kindergarten Education: Current Policy and Practice," by Dolores A. Stegelin; (2) "Changing Kindergartens: Teachers as Change Agents," by Emily L. Murawski; (3) "Coming To Know: A Principal's Story," by Nancy J. Mooney; (4) "Developing Appropriate Practices in the Kindergarten: A District-Level Perspective," by Larry May; (5) "Parent Power: The Developmental Classroom Project," by Linnea Anderson and the Parent Support Group for the Developmental Classroom; and (6) "Challenging the Status Quo: Serving as Critical Change Agents," by Stacie G. Goffin. Each chapter concludes with a list of suggested readings for the targeted audience (for example, teachers, principals, superintendents), and the book as a whole offers a list of further readings about teacher experiences, the change process, and advocating for continued change. Information about the National Association for the Education of Young Children is also included. (AC)

ED 349 084 PS 020 494

Butterworth, George
Towards an Ecology of Mind.
PUB DATE- Sep 91
NOTE- 13p.; Paper presented at the Annual Meeting of the British Psychological Society (Cambridge, England, United Kingdom, September 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

in the Ainsworth strange situation procedure. Results indicated that maternal sensitivity scores from the home visit at 8 months correlated with infant attachment security scores from the visit at 12 months. Sensitivity scores from the visit at 12 months correlated with security scores from the Maternal Behavior Q-Sort. Ainsworth ratings were correlated with Q-Sort measures of maternal sensitivity. There were no significant differences between dyads with preterm and full-term infants in maternal sensitivity or infant attachment security at the 12-month visit. Nor were there differences in attachment classifications in the strange situation procedure at 18 months. (BC)

ED 349 102 PS 020 698

Ramey, Craig T.; Ramey, Sharon Landesman
At Risk Does Not Mean Doomed. National Health/Education Consortium Occasional Paper #4.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- Jun 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Birth Weight; *Children; Cognitive Development; Early Childhood Education; *Early Intervention; *Intelligence Quotient; Longitudinal Studies; *Mental Retardation; Premature Infants; Preschool Education; *Program Descriptions; School Readiness
IDENTIFIERS- Carolina Abecedarian Project NC; Project CARE

Three early educational intervention programs designed to prevent mental retardation and to improve school readiness are profiled. The Abecedarian Project was begun as an experiment to test whether mental retardation, allegedly caused by inadequate environments, could be prevented by providing intensive preschool programs to children from birth to entrance into kindergarten. Project CARE compared home-based and center-based early intervention. The Infant Health and Development Program was built upon the intervention techniques of the other two programs, but included infants who were born prematurely and at low birth weight. Results from all three programs indicated that children who received center-based intervention had higher IQ scores at 3 years of age than control group children. Children who received the early intervention in the Abecedarian Project continued to exhibit higher IQ scores than control group children at age 12. Suggested practices for improving disadvantaged children's everyday lives include: (1) encouraging exploration; (2) mentoring basic skills; (3) reinforcing developmental advances; (4) rehearsing new skills; (5) avoiding inappropriate disapproval, teasing, and punishment; and (6) providing a responsive language environment. A 16-item reference list is provided. Appended materials include policy recommendations of the National Health/Education Consortium (NHEC); a description of the NHEC; and a list of NHEC members. (BC)

ED 349 103 PS 020 715

The Stride Rite Intergenerational Day Care Center: Background.
PUB DATE- 91
NOTE- 43p.; Photoreduced print in portions of materials will affect legibility.

district are also highlighted in part 2. Part 3 describes the planning of project assessment activities and outlines the next steps in the implementation of the project. A list of workshop participants, the workshop agenda, and texts of several addresses made to the workshop are appended. (BC)

ED 349 122 PS 020 824

Children as Strategic Readers. Guidebook 1. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 41p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 825-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Practices; Educational Research; Elementary Secondary Education; *Reading Instruction; Reading Research; *Reading Strategies; Research and Development; *Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic, and each has a "content partner" (learning center, institute, teachers association, or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on reading is followed by an overview of the first program in the series, which covers the topic of strategic, or reflective reading by children. In this program, the first story describes the efforts of a primary school teacher in Harlem, New York, to encourage her students to see themselves as part of a community of readers. The second story describes the ways in which two high school teachers in Minnesota changed their approach to English and social studies instruction after participating in a community-wide project. A series of follow-up activities relevant to the topic of children's reading is described. Additional materials include biographical information on videoconference participants, a list of resources on reading instruction, a glossary of terms, and a reference list of 22 items. (BC)

ED 349 123 PS 020 825

Children as Problem Solvers. Guidebook 2. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.

volunteer resources; (3) forming a planning and advisory committee; (4) developing a plan for the program sponsor; (5) operational considerations; (6) types of projects (youth initiated, older-person initiated, and joint youth and older-person initiated; (7) project evaluation; and (8) recommendations for planning effective intergenerational programs. Also provided are suggestions for working with senior adults and involving minorities in developing programs for the elderly. A 25-item bibliography on intergenerational relations is included. (LP)

ED 349 139 RC 018 788

Sigman, Marilyn; And Others
Wetlands & Wildlife: Alaska Wildlife Curriculum Teacher Information Manual, Parts I-II.
PUB DATE- Mar 91
NOTE- 148p.; For related documents, see RC 018 789-790.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; Conservation Education; Ecology; Elementary Secondary Education; *Environmental Education; Instructional Materials; Resource Materials; *Teaching Guides; *Wildlife
IDENTIFIERS- *Alaska; Habitats; *Wetlands

This document consists of a teacher manual and a set of information cards. The teacher manual is designed to educate Alaskan students about the important functions of Alaska's wetlands and about the fish and wildlife that live there. Part I of the manual explores Alaska's wetland habitats, the plants and animals that live there, and the relationships between human activities and wetlands as ecosystems. The appendices include a description of wetland types that may be found in some habitat complexes, animal adaptations for living in wetlands, and a reference list. Part II focuses on bird species which are Alaskan summer residents and includes aspects of individual bird species and bird population dynamics. Year-round habitats of migratory birds are discussed in addition to detailed accounts of six species and two sub-species of migratory birds that nest in Alaska. Also discussed is conservation of migratory birds. The appendices include information on bird migration, laws concerning wetlands and migratory birds, and a reference list. These materials contain illustrations and maps. The wetland cards contain over 100 illustrations of plants, invertebrates, fish, birds, and mammals found in Alaska's wetlands. Each illustration is accompanied by text describing the organism's traits, habitats, food habitats, and what eats it. (LP)

ED 349 140 RC 018 789

Sigman, Marilyn; And Others
Wetlands & Wildlife: Alaska Wildlife Curriculum Primary Teacher's Guide K-3.
PUB DATE- Mar 91
NOTE- 76p.; For related documents, see RC 018 788-790.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; Class Activities; Conservation Education; Curriculum Guides; *Ecology; Elementary School

sharing. This program focused on several educators and programs throughout the basin including the Visions 2020, NIMBI, Schoolship program, and the Roughe River Interactive Monitoring Project that spawned the creation of the Global Rivers Environmental Education Network (GREEN). The Commission recommends the following: (1) continued cooperative effort to develop and implement interjurisdictional agreements pertaining to EE; (2) government encouragement and financial support for a clearinghouse for EE materials, curricula, and development of EE curriculum guidelines; (3) educator developed curricula; and (4) financial support for and coordination of teacher training programs to build both teacher confidence and EE skills. (MCO)

ED 349 157 SE 052 386

Champagne, Audrey B.; Cornbleth, Catherine
Interdisciplinary Approaches to Science Education: A Cognitive Analysis.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *History Instruction; *Interdisciplinary Approach; *Science Education; *Science History; Science Instruction; Social Studies; *Textbook Content
IDENTIFIERS- *Philosophy of Science

While many claims have been made about the benefits of interdisciplinary approaches to science education, the contention is that little empirical data exist either to support or refute the claims. The demands of integrated approaches on students or teachers have not been subjected to either theoretical or empirical assessment. This paper presents a first step towards assessing the demands and considers the results of the assessment for the practice of interdisciplinary school science. The analysis is limited to the integration of natural sciences, history, and philosophy. In grades K through 6 or 9, the potential exists for the integrated study of natural sciences. However, from a content analysis of general science and social studies textbooks, topics are expressed serially and fail to expose students to the intellectual relationships among them. The history of science and philosophical foundations of science are poorly integrated in both science and social studies textbooks. In the analysis of tests, another reliable indicator of curriculum, there are few items that explicitly test for student understanding of the intellectual relationships among the natural sciences or their methods of inquiry. The paper discusses the historical case study approach, the problem/issue centered approach to integration, and pedagogical approaches to integration. The posited cognitive outcomes and cognitive demands of integration are presented. (Contains 62 references.) (PR)

ED 349 158 SE 052 405

Kindfield, Ann C. H.
Biology Diagrams: Tools To Think With.
PUB DATE- Apr 91
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English

Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Elementary Education; Elementary School Teachers; Geometric Concepts; Higher Education; *Learning Processes; Mathematical Concepts; *Mathematical Models; Mathematics Education; Mathematics Teachers; Measurement; *Preservice Teacher Education; *Ratios (Mathematics); Teacher Characteristics
IDENTIFIERS- Constructivist Learning; Slope (Mathematics); Subject Content Knowledge

Research has demonstrated that people have difficulties recognizing ratio relationships involving multiplication. This paper is divided into four sections. The first section describes a study that was part of the three-year study of the mathematical and pedagogical development of prospective elementary teachers. The classroom teaching experiment involving 26 prospective elementary teachers employed constructivist teaching methodology to teach the concept of ratio-as-measure. Instruction was divided into two units. The first involved the development of understanding of the area of a rectangle as a multiplicative relationship between the sides. The second was a unit on the mathematical modeling of the concept of slope in order to learn to model situations with ratio. Researchers' analyses of videotapes of the classroom session led to the development of models of students' understanding. The second section presents and discusses three unanticipated difficulties encountered by the students in the exploration and discussion of slope: the notion of negative slopes, an inability to understand the relationship between the mathematical model and the situation that it models, and the inability to explore the validity of two methods presented to represent slope. The third section discusses the relationship between the students ability to understand the concept of ratio-as-measure and the larger concept of students' ability to understand mathematization, that is the process of mathematical modeling. In conclusion, mathematization of real world situations is a building block of the concept of ratio-as-measure. A suggestion is made for the development of mathematization throughout the mathematics curriculum. (18 references) (MDH)

ED 349 176   SE 053 042

Planning a Safe and Effective Science Learning Environment.
PUB DATE- 89
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Field Trips; *Laboratory Equipment; Laboratory Experiments; *Laboratory Safety; *Safety; Science Activities; Science Education; *Science Instruction; *Science Laboratories
IDENTIFIERS- Texas

An environment appropriate for activity-oriented science is one that contains sufficient work space, equipment, and materials for students to practice and master the essential elements. This publication was developed to aid Texas school administrators, teachers, and architects to upgrade existing technologists. The women are presented as role models for young women to help challenge the gender biases that prevent girls and women from entering scientific fields. The profiles of the women employed in scientific and technological fields include photographs and excerpts from interviews. The book also presents current data on the number of women in scientific and technological fields, suggestions for raising those numbers, and a review of career opportunities in science and technology. A list of references and three appendices also are included: (1) Women in education, training and employment: selected African countries; (2) Entry requirements for professional training and education; and (3) Sources of information. (DB)

ED 349 196 SO 022 046

Shah, Madhuri, Ed.
Without Women No Development: Selected Case Studies from Asia of Non-Formal Education for Women.
PUB DATE- 86
NOTE- 155p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Developing Nations; Economic Development; Educational Planning; Educational Policy; Family Planning; Foreign Countries; Leadership Training; *Nonformal Education; Rural Development; *Womens Education
IDENTIFIERS- Bangladesh; India; Malaysia; Sri Lanka

This handbook presents 15 case studies on the non-formal education of women from four Asian countries: India, Bangladesh, Sri Lanka, and Malaysia. The goal of this publication is to provide information about education-related issues concerning women and girls and development. This information is intended for those people, in governmental and non-governmental agencies, who are concerned with the planning and administration of non-formal education programs. The case studies afford a variety of experiences in operating such programs for women, under different cultural, political, ethnic, and social conditions. The case studies are organized into sections by country with each section accompanied by an introduction that highlights the points of the case studies of the region. The types of programs discussed include family planning, leadership training, self-reliance training, and rural development projects. (DB)

ED 349 197 SO 022 051

LRE and Juvenile Justice in the 90s.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Futures (of Society); *High Risk Students; *Juvenile Justice; *Law Related Education; Public Policy; Social Work; Social Workers; Special Needs Students; *Youth Problems

This issue of LRE Project Exchange provides information about the programs that pioneered law-related education (LRS) in juvenile justice settings, lists resources that have proven effective with youth in those environments, and examines some of the investigations are conducted be provided to both teachers and students. (DB)

ED 349 219 SO 022 354

La Pierre, Sharon D.
The Professional Artist's Thinking Style: An In-Depth Study.
PUB DATE- 92
NOTE- 29p.; Paper presented at the Annual Meeting of the National Art Education Association (Phoenix, AZ, April 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Art Expression; *Artists; *Cognitive Style; Creativity; Educational Research; Intellectual Development; *Intelligence; Intelligence Differences; Interviews; *Learning Processes; Learning Theories; *Naturalistic Observation; Thinking Skills; *Visual Arts

Little has been researched about the professional artist's preferred style of thinking, his/her manner of acquiring and utilizing knowledge, and how it affects the learning process. This investigation used a revised method of naturalistic inquiry for the purpose of developing a research method that was responsive to the uniqueness of artistic concerns; one that was conscious of the idiosyncratic issues that affect mental development in regard to obtaining knowledge. The protocol of traditional interview reporting was expanded by addressing the peculiarity of the "self" in the collection of the data. For example, respondents' names were used in the reporting of the results, thus, crediting the comments made. Interviews were conducted with highly successful and well-known visual artists to determine their patterns of thinking and learning. An analysis of this observation, as a self-knowledge of self-report method, was used to determine what form artistic intelligence took and what common characteristics existed that comprised this particular group of learners. The intention was to develop some recognizable characteristics of artistic intelligence (criteria) that would enable the educational community to understand better this type of thinker in a learning situation. The assumption made in this project was the level of mental perception and awareness of an artist, based on the manipulation of figural structures, is a thinking style that creates specific behavioral characteristics not common to other populations. In turn, these characteristics influence the learning ability of such individuals in an educational setting and affect the development of growth in regard to obtaining knowledge. These assumptions were confirmed. Other findings indicated the need for the artistic individual to constantly feed the "self" to obtain the end-result of being creative and producing a product. The results also indicated that the artist felt different from others and created unique coping mechanism. (Author/DB)

ED 349 220 SO 022 361

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
PUB DATE- 84
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(150)

DESCRIPTORS- Cultural Education; *Cultural Influences; Educational Change; Educational Sociology; Elementary Secondary Education; *Environmental Education; Social Change; *Songs; United States History

IDENTIFIERS- *Guthrie (Woody); *This Land Is Your Land (Song)

An arrangement of Woody Guthrie's song "This Land is Your Land" was recently voted the most popular song among U.S. music teachers and other educators. This arrangement actually includes only three verses of the song that Guthrie wrote as a parody of Irving Berlin's "God Bless America." Guthrie's original song was a radical statement against inequality and dispossession. In the popular arrangement this message is completely lost, and the song is transformed into generalized optimism; we are all secure within wide physical and romantic boundaries and within them we are also all equally free to roam. The transformation of "This Land is Your Land" has resulted in a message that reflects an image of conquering and possessing that is deeply rooted in the U.S. psyche. Threads of fear have been inherited from the initial European invasion of America, and people continue to view their environment as a threat to be neutralized rather than a mystery from which to learn. The school curriculum serves to perpetuate rather than challenge the shaky foundation upon which Americans' image of themselves and their land has been built. (DB)

ED 349 242 SO 022 463

Herman, William E.

The Critical Distinctions between the Developmental and Transmission Approaches to Values Acquisition.

PUB DATE- 92

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Developmental Psychology; Educational Research; Individual Development; Moral Development; Moral Values; Psychological Studies; *Social Science Research; *Values; *Values Education

Social scientists and educators who favor the developmental approach to values acquisition focus on the individual and his or her own psychological growth as the means to acquiring a healthy set of values. On the other hand, those who favor the transmission approach to values acquisition focus on the instillation of societal and group norms in the individual. This paper sought to understand the differences between these two approaches and to develop a model of values acquisition that integrates both approaches. In addition, the paper distinguished between values that are important to society and those that are matters of individual choice. Some implications of an integrated approach to values acquisition were identified for educators and researchers. A 13-item list of references also is included. (DB)

ED 349 243 SO 022 465

Gorman, Michael J., Ed.

Crossroads: Integrated Models for Teaching Ethics and Spirituality.

composition of Seattle School District's bilingual population. (IAH)

ED 349 263 SP 033 899

Hauser, Jerald
A Summons for Teacher Educators! Get off the Campus and into the Community!
PUB DATE- Feb 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Secondary Education; Faculty Development; Higher Education; *Outreach Programs; Preservice Teacher Education; Schools of Education; *Student Teachers; Teacher Educators; Teacher Improvement; *Theory Practice Relationship
IDENTIFIERS- *Saint Norbert College WI

Teacher education professors need to intensify their searches for cooperative ventures between their campuses and community schools. It is crucial for teacher education students to be initiated into school day realities during their early semesters. This paper describes seven outreach efforts at St. Norbert College (Wisconsin) designed to increase school and college cooperation. These efforts show that not only does good theory inform good practice, but that good practice informs theory. The activities are: (1) early immersion programs; (2) professional growth experience seminars for cooperating teachers; (3) off-campus content immersions; (4) community outreach summer programs; (5) mock interview relays; (6) student teaching seminar experiments; and (7) cooperating teacher excellence recognitions. Each of the outreach activities represents an attempt to encourage teacher education professors into alternative adventures. (SM)

ED 349 264 SP 033 903

Pitts, Mark
Development of the Graduate Secondary Teacher Education Program at Seattle Pacific University.
PUB DATE- 26 Feb 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; College School Cooperation; *Graduate Study; Higher Education; *Minority Group Teachers; *Preservice Teacher Education; *Program Development; Program Implementation; Secondary Education; Student Recruitment
IDENTIFIERS- Seattle Pacific University WA; Seattle Public Schools WA

The process of developing and implementing the Graduate Secondary Teacher Education Program (STEP) at Seattle Pacific University (Washington) included five steps: initial conception, establishment of program parameters, development of a working sense of PTE saw themselves as responsible for student learning outcomes, regardless of whether those learning outcomes connoted success or failure, perhaps because they view academically failing students less as a threat and more as a challenge. (LL)

ED 349 281 SP 034 005

Mostert, Mark P.
Patterns of Pupil Responses to Lessons Associated with Alternative Perspectives on Teacher Planning.
PUB DATE- Apr 92
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; Higher Education; *Interaction Process Analysis; *Lesson Plans; Preservice Teacher Education; Secondary Education; Student Characteristics; *Student Reaction; Student Teaching; *Teacher Effectiveness; Teaching Experience

This study was conducted to investigate pupil responses to lessons taught by preservice teachers, and it addresses teachers' concept mapping as related to interactive behavior or effectiveness in the classroom. Lessons taught by student teachers (N=10) were examined for what pupils thought were the lesson's key ideas and for two things pupils heard anyone say during a lesson. Student teachers were then divided into three groups: the first group emphasized both teaching principles and pupil characteristics in lesson planning; the second emphasized pupil characteristics but not teaching principles; and the third did not emphasize either pupil characteristics or teaching principles. Results indicate that pupils of student teachers in the first group evidenced the highest rates of engagement, followed by pupils of student teachers in the second group, while pupils of student teachers in the third group provided evidence of low rates of engagement. Findings also indicate that there is a relationship between prospective teachers' concepts of teacher planning as measured by concept maps and a connection between teacher conceptions of teaching and pupil perceptions of lessons taught. Five tables display data on student responses. (LL)

ED 349 282 SP 034 010

Villas, Paul; Cardenas, Manuel
Problems from Alcohol Use in Two Hispanic Youth Populations.
PUB DATE- 92
NOTE- 17p.; Supported in part by a grant from the College of Human and Community Services Research Council.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Drinking; High Schools; *Hispanic Americans; Junior High Schools; Rural Schools; School Surveys; Sex Differences; *Student Attitudes; *Student Motivation; *Student Problems
IDENTIFIERS- Adolescent Drinking Index; *New Mexico; Personal Problems Checklist Adolescent

The purpose of this study was to compare differences in alcohol use and associated problems between two Hispanic youth groups.

DESCRIPTORS- *Black Teachers; *Cognitive Development; Elementary Secondary Education; *Field Experience Programs; Higher Education; Holistic Approach; Instructional Design; Introductory Courses; *Knowledge Level; Preservice Teacher Education; Teacher Education Programs; *Teaching Methods

IDENTIFIERS- Afro Americans; Pedagogical Content Knowledge; Preservice Teachers; *Reflective Thinking; *Textbook Dependency

The research reported here examined constructs of field dependent or real-world versus field independent or text-driven modes of instruction. It was argued that the level of pedagogical clinical knowledge and reflective thinking among prospective Afro-American teachers differed not only in mode of instruction but in level of instructional emphasis as well. Two random samples were drawn from two groups of Afro-American preservice teachers (N=183--145 females and 38 males) enrolled in an introductory level education course. A pretest/posttest quasi experimental design was used to examine differences in students' acquisition of selected aspects of clinical knowledge and level of reflective thinking. Findings supported the observation that field dependent instruction involving the analysis of real school events qualitatively influenced prospective teachers' initial cognitive integration of clinical pedagogical knowledge; a positive relationship between reflective thinking and cognitive integration of pedagogical clinical knowledge irrespective of level of instructional emphasis also was confirmed. The major implication of the study is that, in teacher education, a more holistic and flexible approach is required to enable preservice teachers to achieve a more meaningful versus a superficial understanding of teaching. (Author/LL)

ED 349 302 SP 034 045

Buehler, Ruth M. C.

Making School Fun for You and Your Students.

PUB DATE- 92

NOTE- 13p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Affective Objectives; *Classroom Environment; *Classroom Techniques; Elementary Education; *Learning Activities; Positive Reinforcement; *Security (Psychology); Student Participation; Success; *Teacher Expectations of Students

Because teachers and students spend at least 180 days in school each year, it is important that school be an enjoyable place to learn and to spend time. Three components of teaching and classroom management help to make school a fun place to be. The first is security. In order to help students achieve this feeling, teachers (with student participation) need to establish rules that are consistently reinforced. Consistency enables the child to feel secure and understand expectations. The second component, ensuring success for each child, can be achieved by creating a success-oriented environment, one that links what the child already knows with new things to be taught, thus making goals attainable. Activities for involving children in the learning process include playing teacher, unison response, group discussion, and games. The final component is structure. Children need structure to know what is going to happen, and when and how it is going to happen.

make a great difference, and education in the home can become the platform on which the school can build higher achievement. A total of 31 figures and 2 tables are contained in the text, and 4 additional tables about educational trends are appended. (SLD)

ED 349 321 TM 018 944

Jaeger, Richard M.; Usher, Claire H.
Alternative Procedures for Integrating Multidimensional Evaluations of Schools: An Experimental Comparison.
PUB DATE- Apr 91
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Comparative Analysis; *Curriculum Evaluation; Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Methods; *Evaluators; *Institutional Characteristics; Interrater Reliability; Standardized Tests
IDENTIFIERS- *Multi Attribute Utility Theory; *Policy Capturing Method; Weighting (Statistical)

This paper reports on a study of the foundation and application of two procedures used to specify appropriate weights to be applied to components in determining the overall quality of a school. These procedures are multiattribute utility technology (MAUT) and policy capturing, and the paper presents the results of applying them, using key educational leaders in a southern state as judges. School components considered were: (1) selected core academic programs; (2) selected programs for specific subpopulations (special education and at-risk students); (3) a service delivery program; (4) selected administrative programs; and (5) several averaged student performances on standardized achievement tests. Using MAUT, judges identify attributes, determine their relative importance, estimate the value of each entity, derive an overall judgment for each, and investigate the consistency and sensitivity of judgments produced. Policy capture describes the unique information processing strategies of individual raters statistically. Judgment data were collected from 29 educational leaders through MAUT and policy capturing. Weights obtained from both procedures indicate that assigning equal weights to the attributes would misrepresent the values judges ascribed to these attributes as contributors to the overall quality of schools. Each procedure produced distributions of median weights that varied substantially from a uniform distribution, and analysis of the differences between them indicated that, if consistency of judgment is the criterion for selection of an attribute weighting method, policy capture is the method of choice. Two tables and four figures, which are replicated in an attached handout, present study data. There is a 61-item list of references. (SLD)

ED 349 322 TM 018 946

Mather, Nancy; Jaffe, Lynne E.
Woodcock-Johnson Psycho-Educational Battery--Revised: Recommendations and Reports.
PUB DATE- 92
NOTE- 382p.
LANGUAGE- English

the system-wide testing staff will provide a scoring and reporting service for some of the tests. Databases concerning student, employee, and other district information will be maintained and used to monitor local policies and mandates. Budget constraints have resulted in reduced staff, but outcome evaluation will remain strong. This document presents all 22 programs and requests for 1991-92. Many other research and evaluation activities not addressed by plans at this time will be conducted, as evaluation in the AISD responds to budget implications, identification of exemplary school practices, and indicators of success. An attached table displays the agenda-setting process. (SLD)

ED 349 340 TM 019 059

Ingels, Steven J.; And Others
National Education Longitudinal Study of 1988. First Follow-Up: School Component Data File User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 92
NOTE- 296p.; Appendix G, the Codebook (124 pages), contains small type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Cohort Analysis; Data Analysis; Databases; *Data Collection; *Documentation; *Educational Assessment; *Followup Studies; *National Surveys; Questionnaires; Research Design; Sampling; School Surveys; Secondary Education
IDENTIFIERS- *Data Files; *National Education Longitudinal Study 1988; User Guides; Weighting (Statistical)

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the first follow-up component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file. Use of the data set does not require the analyst to be a statistician or a sophisticated computer programmer. Chapter 6 and Appendix C, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. The rest of the manual provides a wide range of information on a variety of topics related to the National Center for Education Statistics (NCES) and the NELS:88. Chapter 1 contains an overview of the study, while Chapter 2 contains a general description of data collection instruments. The sample design and weighting procedures are discussed in Chapter 3 and data collection procedures, schedules, and results are described in Chapter 4. Chapter 5 describes data preparation and processing. Chapter 6 is a guide to the data files and the codebook. The appendices contain: (1) a list of other NCES publications; (2) guidelines for Statistical Analysis System (SAS) users; (3) the school administrator questionnaire; (4) the record layout for the school questionnaire; (5) specifications for the composite variables; and (6) a codebook. (SLD)

ED 349 341 TM 019 060

Adelman, Clifford

divided into the following five sections: (1) employment; (2) education; (3) health/social welfare; (4) criminal justice; and (5) family. Each section provides a brief historical overview of how policymakers have dealt with Black and Latino males in order to help clarify the context and evolution of the current problem. Following the historical review, current data are presented and interpreted. Also included are highlights of the focus groups. Findings concern the following topics: (1) most problems are directly attributable to historical and current underrepresentation in good jobs; (2) lack of equal education; (3) health and welfare problems as a result of high rates of unemployment; (4) high rates of arrest and incarceration; and (5) lack of current research on Black and Latino families or men. Contains 14 figures, 1 table, 1 appendix with 9 tables, and 32 references. (JB)

ED 349 359 UD 028 850

Fairfax, Jean
A Perspective on the Continuing Struggle for Equity.
PUB DATE- 5 Nov 91
NOTE- 13p.; Speech presented to the Annual Continuing Conference of the Southern Education Foundation (9th, Atlanta, GA, November 5, 1991). Gray background may affect reproduction.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Black Colleges; Black Community; *Black Education; *Civil Rights; Court Litigation; *Educational Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; *Racial Discrimination; School Desegregation; Speeches
IDENTIFIERS- Adams v Richardson; *African Americans; Southern Education Foundation

This publication contains a speech on the continuing struggle for equity in education for African Americans presented to the Southern Education Foundation (SEF) by Jean Fairfax when she received the John A. Griffin Award for Advancing Equity in Education. In the speech, Fairfax addressed disagreements within the black community over educational issues that have accelerated in scope, intensity, and anger since the 1960s. Covered are disagreements over integration implementation methods, the Atlanta (Georgia) school court case, the "Adams v. Richardson" suit of 1970; and the impact of the suit on traditionally black public colleges. In particular, the Adams experience is described as a possible model for confronting issues in the future as it was a conflict around which pragmatic, workable consensus developed. The future demographic diversity of the United States is described, and consequent educational issues are predicted, including multiculturalism, conflict among minority groups, and other issues. Jean Fairfax calls for agreement on strategies for developing a shared vision of the future in the United States and a continued commitment to the ideals of the SEF. (JB)

ED 349 360 UD 028 851

A New Agenda for Educational Equity. Education in a Changing South: New Policies, Patterns and Programs. Report on the Annual Continuing Conference (9th, Atlanta, Georgia, November 5-7, 1991).
SPONS. AGENCY- Ford Foundation, New York, N.Y.

of Tanzania.
PUB DATE- Dec 89
NOTE- 77p.; Prepared for the Planning Committee of the Proposed
Open University of Tanzania.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Reports - Research/Technical (143),Test, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; Correspondence Study; Delivery
Systems; Developing Nations; *Distance Education; *Educational
Planning; *Educational Technology; Higher Education; *Open
Universities; Questionnaires; Surveys; Telecommunications;
Videotape Cassettes
IDENTIFIERS- Commonwealth of Learning; *Tanzania; University of
Dar Es Salaam (Tanzania)

This report begins by briefly reviewing actions that have been taken since the idea of an Open University in Tanzania was first proposed in the late 1970s. The main body of the report begins with a discussion of the role of media technology in an open university with emphasis on delivery and support systems. The current situation in Tanzania is then described in the context of the learning environment for distance education students; communications technology (postal services, radio and television, and telecommunications services); and media production and usage (Radio Tanzania, Tanzanian Film Corporation, the National Correspondence Institution, the Tanzanian Library Service, the University of Dar Es Salaam, and the Audio Visual Institute). Six recommendations are then presented for the areas of media materials (text-based materials, student study guides, audiocassette tapes, videocassette tapes, and experimental or project kits), training the trainers, the home study environment, basic and more comprehensive study centers, and media production. Extensive appendices include a questionnaire sent out by the Open University Planning Committee soliciting opinions on the Open University; a summary of the opinions obtained from visits to 24 of the 25 regions in Tanzania; a report on communications in Tanzania; a list of courses available through the National Correspondence Institution, Dar Es Salaam; and preliminary costs for media facilities at the proposed Open University. (ALF)

ED 348 959 IR 015 623

Hixson, Judson; And Others
Technology: Its Use in Education. A National Perspective. and
Online Rights.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; *Adoption (Ideas); Computer
Networks; *Computer Uses in Education; *Educational Change;
*Educational Technology; Elementary Secondary Education; Equal
Education; *Information Management; *Instructional Improvement;
Professional Development; Student Role; Teacher Role

The first of two articles in this issue of Policy Briefs focuses on the potential of modern technology to transform education in terms of what is taught, how it is taught, and how the

Sakamoto, Takashi; Nakanome, Naoaki
Computer Assisted School Automation (CASA) in Japan.
PUB DATE- 10 Sep 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Computer Uses in Education; Counseling; *Educational Administration; Elementary Secondary Education; Foreign Countries; Information Networks; School Surveys; Student Records; Teacher Attitudes; *Use Studies
IDENTIFIERS- *Japan

This assessment of the status of computer assisted school automation (CASA) in Japan begins by describing the structure of the Japanese educational system and the roles of CASA in that system. Statistics on various aspects of computers in Japanese schools and the findings of several surveys are cited to report on the present state of educational computing, educational computing in the curriculum, computer assisted automation (CASA) in the schools, and educational information networks. Areas that can be supported by CASA in teaching, instructional management, and school administration are then listed: (1) curriculum development, lesson planning, time scheduling; (2) instructional design and evaluation; (3) information retrieval of educational materials and devices and production of educational materials; (4) diagnosis and evaluation of teaching processes concerning information on individual children; (5) data processing on achievement scores; (6) information on school counselling; (7) information on school and vocational guidance; (8) health and physical ability records; (9) information about the library; and (10) data processing on other school affairs. The status of these applications is briefly reviewed, and developmental strategies for CASA are described. Future tasks in the areas of teaching personnel and the infrastructure for supporting CASA are briefly discussed, and a need for financial support by both the central and local governments is indicated. (BBM)

ED 348 978 IR 015 656

Distance Education: An Alternative Service Delivery Model for Chapter 1. Workshop Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 105p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communications Satellites; *Distance Education; Educational Resources; *Educational Television; Elementary Secondary Education; *Instructional Design; *Interactive Video; Teacher Role; *Telecommunications; Telecourses; Telephone Communications Systems; Transparencies; Workshops
IDENTIFIERS- Audiographics; *Education Consolidation Improvement Act Chapter 1; Fiber Optics; Printed Materials

This packet of materials for a workshop on distance education for Chapter 1 programs provides a presenter's guide, which includes a script to be read with 18 overhead transparencies; masters for the transparencies; master copies for 12 handouts; and supplemental materials, i.e., copies of four articles and a glossary. Topics covered include workshop goals, one-way and two-way technologies, interactive television, major issues in

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Behavioral Objectives; Community Colleges; Competence; Course Descriptions; Job Training; *Learning Resources Centers; *Library Education; Library Personnel; Rural Areas; Seminars; Two Year Colleges; *Work Study Programs
IDENTIFIERS- *Northland Pioneer College AZ; *Student Assistants

Work study students at Northland Pioneer College's Learning Resource Centers in Arizona are required to take a one-unit class entitled Learning Resource Center Survival Skills. Students who successfully complete the course will have mastered 18 skills needed to perform their duties at the resource centers. Assignment of a grade for this course depends in part on satisfactory performance of assigned tasks, and this helps promote accountability. Skills covered in the course range from shelving materials using the Library of Congress system, printing out search strategies using the NEWSBANK computerized data bank, and sending and retrieving messages on the college's voice mail system. Because of the success of the program, it is being extended to work study students located at the college's resource centers in nine other communities in rurally isolated Navajo and Apache Counties in northeastern Arizona. (KRN)

ED 348 997 IR 054 079

Bearman, David, Ed.
Hypermedia & Interactivity in Museums. Proceedings of an International Conference (Pittsburgh, Pennsylvania, October 14-16, 1991). Informatics Technical Report No. 14.
PUB DATE- 91
NOTE- 345p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; Copyrights; Databases; Educational Media; *Evaluation Methods; Exhibits; *Hypermedia; Information Technology; *Innovation; Instructional Design; Intellectual Property; *Interactive Video; Man Machine Systems; Media Research; *Museums; Needs Assessment; Use Studies
IDENTIFIERS- Image Analysis; Learning Environments; *Multimedia Materials; Virtual Reality

This collection of 33 conference papers and 10 abstracts provides a critical assessment of the current applications of interactive multimedia in museums, an analysis of museum requirements, and an exploration of technology issues. Two papers discuss the parallel attributes of museums and software technology and the possibilities of the virtual museum. Eight papers address issues of design, evaluation, and implementation. Separate papers present hypermedia projects in 11 different museums. Three papers address issues raised by wordless communications, including images and full body interactives. Three more papers explore issues of copyright and the difficulties in satisfying intellectual property claims of owners and creators of the components of multimedia products. Technological barriers to implementing hypermedia in museums are addressed in five papers, including the poor visual quality of most media products, the need to "scale up" existing prototypes to express cultural knowledge bases and the costs of doing so, and the need for standards for the use of electronic records that will facilitate access to and reuse of information. Abstracts of or brief communications relating to questions, explore options, and present their learning needs in a non-threatening exchange. The second approach described is an intensive one-semester course co-taught by librarians that focuses on subject matter as well as technique. It is noted that both of these approaches have been successful. A third approach is suggested: a course that incorporates subject matters as well as the practical skills in learning how to find answers. It is concluded that all librarians are teachers and that libraries are dynamic classrooms where librarians can be instrumental in facilitating knowledge in creative ways. (BBM)

ED 349 015 IR 054 115

Strauss, Carol, Comp.
Assistive Technology: A Selective Bibliography. Reference Bibliography No. 92-1.
PUB DATE- Mar 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Assistive Devices (for Disabled); Computer Software; Consultants; Disabilities; Electronic Equipment; Financial Support; *Information Sources; Microcomputers; Organizations (Groups); Services; Visual Impairments

Assistive technology enables persons with disabilities to experience increased independence in daily living, fuller participation in employment and education, and broader opportunities in leisure and recreation. The first of four sections of this annotated bibliography cites 41 books, articles, and pamphlets published since 1985 that present the advantages and limitations of adapting technology for use by individuals who have visual or physical disabilities. Publisher's addresses are included for materials that are not readily obtainable through libraries and book stores. The second section lists 11 resources that provide information on obtaining funding for the purchase of assistive technology, but does not offer guides for the selection and evaluation of specific equipment or devices. Thirteen magazines that provide information on assistive devices, products, and services are listed in the third section, and the final section presents a directory of organizations that can provide additional information together with brief descriptions of the types of products or services they offer. Lists of additional reference bibliographies and reference circulars on topics related to resources and services for handicapped persons are included. (BBM)

ED 349 016 IR 054 120

Klein, Ronnie, Comp.
Henry Whittemore Library Workbook. Basic Research Guide and Workbook.
PUB DATE- May 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Card Catalogs; College Libraries; Databases; Encyclopedias; Higher Education; Indexes; *Library Instruction; Library Services; Newspapers; *Online Catalogs; *Online Searching; Periodicals; Research Skills; *Search Strategies;

or inservice training and through the library; over half of the respondents had used ERIC Clearinghouses; over a third had written documents in the database; and a large number were unfamiliar with or knew about but did not use the ERIC Document Reproduction Service. Well over half of the respondents who had done ERIC searches rated each type of search service--online, CD-ROM, and printed or microfiche indexes--as "Very Helpful." Both RIE and CIJE received particularly high ratings. Research was the most common purpose for database use, and school administrators were the most diverse in their use. User recommendations for improvement fell into four areas: technology expansion, database improvements, product improvement, and accessibility and training. This report contains an executive summary; background information on the survey; detailed discussions of both the survey findings and their implications; and recommendations for system improvements based on the findings. A copy of the questionnaire and a description of the survey methodology are appended. (BBM)

ED 349 033   JC 910 575

Swender, Herbert James
An Analysis of the Perceptions of State and Local Policymakers of Community College Participation in Job Training Partnership Act Programs.
PUB DATE- Dec 91
NOTE- 154p.; Ed.D. Dissertation, Oklahoma State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; Administrators; *College Role; *Community Colleges; Community Organizations; *Educational Legislation; *Government School Relationship; *Job Training; *Labor Force Development; National Surveys; Program Attitudes; Program Budgeting; Program Implementation; Two Year Colleges; Vocational Training Centers
IDENTIFIERS- *Job Training Partnership Act 1982

In 1990, a national survey of two-year institutions revealed that among colleges operating Job Training Partnership Act (JTPA) programs, the cost per participant was far below the national average for JTPA programs. However, interviews conducted with community colleges suggested that officials responsible for disbursing JTPA funds were not especially knowledgeable about two-year institutions and favored dispersal of funds to community-based organizations (CBOs). To further examine this problem, a detailed study was conducted of policymakers' perceptions of community college participation in JTPA programs. The study included a review of the literature; an examination of JTPA state plans; and a survey of a representative sample of designated governor's liaisons for JTPA, the chairpersons of the State Job Training Coordinating Councils (SJTCCs), and chairpersons of Private Industry Councils (PICs). Among governors' liaisons, 37 of 51 surveys were returned for a 71% response rate; among SJTCC chairpersons, 34 of 51 surveys were returned for a 66% response rate; and among PIC chairpersons, 43 surveys were returned, yielding a sample greater than the statistically representative minimum of 38. Study findings included the following: (1) the JTPA legislation does not clearly explain the role of community colleges; (2) of the 38 state JTPA plans examined, 61% did not link community colleges to JTPA-funded programs; and (3) none of the three groups contacted considered CBOs better equipped to deliver JTPA services than community colleges. A review of

Effectiveness; Program Evaluation; *Remedial Instruction; Remedial Mathematics; Remedial Reading; *Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- *San Jose City College CA

In spring 1992, a program was initiated at San Jose City College (SJCC) in California to assist underprepared student entering reading, writing, and math courses below the level of transfer English and math courses. The program entitled Gateway U (GU), included the following components: weekly surveys of students during the first 4 weeks of class to determine if students understood their assignments, and if they wanted to see a tutor, talk with the instructor, or study with other students; a program assistant who immediately contacted students having difficulty; block scheduling of reading, writing, and math classes; student study groups; and assistance for students on visits to student services offices. A total of 259 students participated in GU. Success and retention rates were compared to the 796 students who were in remedial class sections that were not a part of GU. Program outcomes included the following: (1) 64% of the GU students (n=167) were successful in their courses (receiving letter grades of A, B, C, or credit) as compared with 45% of non-GU students (n=358); (2) class retention (of those receiving letter grades of A, B, C, D, or credit) for GU students was 72% (n=186) as compared with 53% for non-GU students (n=421); (3) 81% of the time (based on 22 of 27 comparisons) GU class sections had higher success rates than non-GU sections; (4) 85% of the time (23 of 27 comparisons) GU sections had higher retention rates than non-GU sections; and (5) 86% of the students in GU were ethnic minorities, including 52% Hispanic, 23% Black, and 5% Asian, compared with 73% ethnic minorities in non-GU sections. Data tables are included. (PAA)

ED 349 050 JC 920 437

Craig, Ford M.
Report of Organizational MPCCA Climate Survey. Institutional Research Memo 15.
PUB DATE- Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; Comparative Analysis; *Educational Environment; *Employee Attitudes; *Job Satisfaction; Multicampus Districts; National Norms; *Organizational Climate; Quality of Working Life; School Surveys; Self Evaluation (Groups); *Teacher Attitudes; Two Year Colleges

In March 1992, a survey was sent to all support staff, faculty members, and administrators at the three campuses of the Mid-Plains Community College Area (MPCCA), in Nebraska, to obtain information for the strategic planning process and to establish baseline employee satisfaction data. McCook Community College in McCook, and two campuses of Mid-Plains Community College in North Platte were included in the study. Among the 73 support staff surveyed, 42 responded for a 57.5% response rate, while 83 of 118 faculty and administrators completed surveys for a 70.3% response rate. The survey instrument utilized a Likert scale to examine seven areas of institutional functioning and work environment including: input on goals/purposes; structuring of the work situation; relationship with immediate supervisor; other work relationships; rewards; helpful mechanisms; and desire to periodically change some aspect of

ED 349 066 JC 920 457

Baratta, Frank
Profile of District Transfers to the University of California, California State University, and St. Mary's College.
PUB DATE- Aug 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Transfer Students; Community Colleges; Comparative Analysis; Definitions; Higher Education; Longitudinal Studies; Private Colleges; *Research Problems; *State Standards; State Universities; *Student Characteristics; Student Mobility; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Contra Costa Community College District CA; *Reverse Transfer Students

The Contra Costa Community College District (CCCCD), in California, conducted a study to determine the type and number of transfer students served by both the CCCCD and by the University of California (UC), the California State University (CSU), or St. Mary's College (SMC) between 1982-83 and 1989-90. The study also assessed the completeness and fairness of CCCCD transfer data contained in reports by the California Postsecondary Education Commission (CPEC). Highlighted findings included the following: (1) during the period examined, 36,576 students were served by both the CCCCD and one of the four-year institutions; (2) of the total, 58.4% (n=21,354) were "traditional" transfer students, i.e., those who first enrolled in the CCCCD and then continued their education at UC (20.4%), CSU (74.8%), or SMC (4.9%); (3) 14% (n=5,120) were "concurrent" transfer students, i.e., those who were enrolled in one of the four-year institutions and within the CCCCD at the same time; (4) 12.9% (n=4,709) were "reverse" transfers, i.e., those who had been enrolled at one of the four-year institutions, and then enrolled within the CCCCD, while 10.8% (n=3,954) were "returning" transfers, those who were enrolled within the CCCCD, transferred to one of the four-year schools, and then transferred back to the CCCCD; (5) the number of minority transfers to UC increased by 120.6%, and to CSU by 55.7%; and (6) the criteria and accounting procedures used by CPEC seriously underestimated the number of students the district helped to make transfer-eligible or assisted in transferring to four-year institutions. The report contains narrative summaries and extensive data tables for the CCCCD and its member colleges (Contra Costa, Diablo Valley, and Los Medanos), UC, CSU, and SMC. (MAB)

ED 349 067 JC 920 458

Clavner, Catherine; Clavner, Jerry
Accessing the Senior Citizen Student.
PUB DATE- May 92
NOTE- 18p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Infants; Mothers; *Object Permanence
IDENTIFIERS- False Beliefs; False Belief Tasks; Psychological Theories; *Visual Attention

A theoretical position that mind is not separate from the ways in which it is evidenced through the body is in contrast with an assumption made in the literature on children's theory of mind that maintains that mental states can only be demonstrated independently of their behavioral context. This assumption is tested by the false belief criterion, which supposedly studies mental motives, and which closely resembles some of Piaget's tests of object permanence. In an effort to test infants' understanding of others' minds, a series of studies of babies' comprehension and production of referential behaviors was carried out. Results suggested that three mechanisms underlie mothers' and infants' joint visual attention. The ecological mechanism involves the infant's ability to understand the mother's orienting behaviors; the geometric mechanism involves the infant's ability to pick out the direction and location of an object referred to by the mother; and the representational mechanism, which is evident after 18 months of age, involves infants' attempts to look in hidden locations. These results suggested that mechanisms of attention and perception in infancy presuppose object permanence. A list of 12 references is provided. (BC)

ED 349 085 PS 020 534

Clay, William L.
Speech for the National Black Child Development Institute Conference (St. Louis, Missouri, October 25, 1991).
PUB DATE- 25 Oct 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Community; Black Family; *Blacks; *Black Youth; Family Problems; *Government Role; Mass Media; *Political Issues; *Racial Discrimination; Values
IDENTIFIERS- Self Reliance

This speech by a black congressman from Missouri concerns the context in which general questions about black children must be answered. These questions include: (1) How can service providers, institutions, and government entities implement a vision for the future of black children? and (2) How can organizations that serve black children ensure that all black children receive basic support? It is suggested that: (1) the media pay too much attention to the problems black families face and too little to their heroic struggles to deal with these problems; (2) blacks must begin to define and refine the issues in their communities; (3) blacks should reestablish some of the basic values held by their parents and grandparents; (4) it is not hard work and self-reliance alone, but those qualities in combination with direct government assistance, that is required to improve the lot of individuals and it was government action not simply individual effort, that helped build up the white middle class after World War II; and (5) it was racist government policies and racist custom that have handicapped blacks and kept them from their place in the sun. The American society's contradictions and lack of logic

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Employer Supported Day Care; *Intergenerational Programs; Program Descriptions; Program Development; School Business Relationship
IDENTIFIERS- *Elder Care; *Stride Rite Intergenerational Day Care Center MA

The Stride Rite Intergenerational Day Care Center is located in the Stride Rite Corporation's headquarters in Cambridge, Massachusetts. The facility is designed to provide day care to both children and elders, using two separate wings to afford privacy to each group and a large central area for informal interaction between children and elders. The program was developed to meet the physical, social, and intellectual needs of children and elders through a carefully planned and supervised curriculum. Activities for the children and elders, separately and together, include reading and writing stories, playing table games, celebrating holidays and birthdays, cooking and eating, enjoying arts and crafts, and going on field trips. The center operates through a public-private collaboration involving the Stride Rite Corporation; Somerville-Cambridge Elder Services, which provides the expertise in screening and referral of elderly clients, curriculum development, and training; and Wheelock College, which provides the academic framework to support the program's research and curriculum development components. This collection of materials on the center and its plans for development includes: (1) a program overview; (2) a booklet relating the Stride Rite Corporation's child care experience; (3) a profile of Stride Rite from an article; (4) three newspaper articles on the intergenerational program; and (5) a brochure on the Center's Elder Program. (AC)

ED 349 104 PS 020 725

Seawell, Jane R.; Ross, Geraldine A.
Relationships between a Prekindergarten Intervention Program and School Success.
PUB DATE- Apr 92
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Early Intervention; Followup Studies; Grade 1; Kindergarten; Language Skills; Longitudinal Studies; *Outcomes of Education; Parent Participation; *Preschool Education; Primary Education; Program Effectiveness; Special Education; Student Behavior
IDENTIFIERS- *Charlotte Mecklenburg Public Schools NC; *Education Consolidation Improvement Act Chapter 1

The purpose of this study of the Charlotte-Mecklenburg Chapter 1 Preschool Program was to document the program's effects and to make a start at determining whether the program prevents later school problems. It was hypothesized: (1) that former preschool program members would have significantly better language development than eligible students who did not participate in the program; and (2) that participating students would do better than children who had no preschool experience in the areas of grade retention, special education referrals, behavior

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Educational Change; *Educational Practices; Educational Research; Elementary Education; *Mathematics Instruction; *Problem Solving; Research and Development; *Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Cognitive Research; *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic, and each has a "content partner" (learning center, institute, teachers' association, or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on mathematics instruction is followed by an overview of the second program in the series, which covers the topic of mathematics instruction and learning. In this program, the first story illustrates a "cognitively guided instruction" approach that has resulted in high levels of mathematics achievement for students in a first grade class. The second story examines the work of the Algebra Project in Boston and Chicago. In this project, a middle school mathematics curriculum has been designed to address the crisis in mathematics education among inner-city students. A series of follow-up activities relevant to the topic of mathematics instruction is described. Additional materials include biographical information on videoconference participants, a list of resources on mathematics instruction, a glossary of terms, and a reference list of 16 items. (BC)

ED 349 124 PS 020 826

Children as Explorers. Guidebook 3. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 41p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Class Activities; Educational Change; *Educational Practices; Educational Research; Elementary Secondary Education; Research and Development; *Science Instruction; Science Interests; *Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Project 2061 (AAAS); *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge

Curriculum; *Environmental Education; Instructional Materials; *Learning Activities; Primary Education; *Wildlife
IDENTIFIERS- *Alaska; Habitats; *Wetlands

This curriculum guide was designed to give students at the primary level an awareness of Alaska's wetlands and the fish and wildlife that live there. This guide is divided into 13 sections consisting of learning activities covering the following topics: (1) wetland areas in Alaska; (2) water cycles; (3) plants and wildlife found in wetlands; (4) food chains; (5) animals and their habitats; (6) aquatic animals; (7) adaptations of bird species; (8) carnivorous plants; (9) activities helpful and harmful to wildlife; and (10) wetlands conservation. Each learning activity consists of objectives, methods, background information, needed materials, procedures, information about combining with related academic subjects, and use of specific student skills. Suggestions for student evaluation and extended learning activities are included. A glossary and additional resources also are included. This guide contains many illustrations and maps. (LP)

ED 349 141 RC 018 790

Sigman, Marilyn; And Others
Wetlands & Wildlife: Alaska Wildlife Curriculum Junior & Senior High Teacher's Guide 7-12.
PUB DATE- Mar 91
NOTE- 162p.; For related documents, see RC 018 788-789. Document has uneven type quality.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; Class Activities; Conservation Education; *Curriculum Guides; Ecology; *Environmental Education; Instructional Materials; *Learning Activities; Secondary Education; Secondary School Curriculum; *Wildlife
IDENTIFIERS- *Alaska; Habitats; *Wetlands

This curriculum guide was designed to give students at the secondary level an awareness of Alaska's wetlands and the fish and wildlife that live there. The guide is divided into the following sections which include related learning activities: (1) definition and location of wetlands; (2) wetland functions in energy flow and ecological balance; (3) humans and wetlands, including Alaska Natives' approach to using wetland resources contrary to pollutions produced by industries; (4) issues, problem-solving, and action projects for wetland environment conservation; and (5) migratory birds and wetlands. Each learning activity consists of objectives, methods, background information, needed materials, procedures, information about combining with related academic subjects, and use of specific student skills. Suggestions for student evaluation and extended learning activities are included. A glossary and additional resources are also included. This guide contains many illustrations and maps. (LP)

ED 349 142 RC 018 791

Stephens, E. Robert
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Occasional Paper No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 92

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Diagrams; Educational Research; *Genetics; Higher Education; *Problem Solving; *Protocol Analysis; *Qualitative Research; Science Education; Science Instruction; Thinking Skills
IDENTIFIERS- Chromosomes; *Expert Novice Problem Solving; *Microanalysis

Subcellular processes like meiosis are frequently problematic for learners because they are complex and, except for the extent that they can be observed under a light microscope, occur outside of our direct experience. More detailed characterization of what underlies various degrees of student understanding of a process is required to more fully inform the design of useful instruction. This qualitative study used microanalytic techniques to characterize expert/novice reasoning on meiosis, with the primary focus on the role played by domain-specific diagrams. Three groups, labelled the expert group, experienced novices, and inexperienced novices, were created based on their expertise in genetics and were each composed of five subjects. Subjects were asked to think aloud as they solved genetics problems. Follow up questions were used to have the participants elaborate on the biological concepts mentioned and diagrams drawn. Results indicate that experts create chromosome diagrams that are more fine-tuned to the relevant biology and use them to: (1) support internal thought processes; (2) record information; (3) check preceding reasoning; and (4) illustrate components of their problem solutions. Based on the research, the paper recommends that instruction concerning expert pictorial skills and reasoning should be incorporated into meiosis instruction. Students should be assessed for both verbal and pictorial knowledge/reasoning. The appendixes include a review of meiosis and chromosome diagrams. (Contains 15 references.) (PR)

ED 349 159 SE 052 453

Tudge, Jonathan
Feedback as a "Zone of Proximal Development."
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Science; *Feedback; *Interpersonal Communication; Primary Education; *Problem Solving; Science Education; Science Instruction
IDENTIFIERS- Vygotsky (Lev S); *Zone of Proximal Development

Vygotsky argued that children's development is most likely to occur when, in the course of collaboration, assistance is provided within their zone of proximal development--the distance between what a child can achieve independently and what he or she can do with the assistance of a more competent member of their culture. This paper reports the results of a study exploring the impact of providing feedback with or without a partner in order to ascertain whether feedback can create a zone of proximal development. Participants in the study consisted of 180 children aged from 6 to 8, drawn from 3 public elementary schools in Salt Lake City, serving predominantly European-American middle and lower middle class science facilities or plan new ones for kindergarten to grade 12. Chapter titles are as follows: (1) Overview of the Science Program; (2) Elementary School Science Facilities; (3) Middle Junior High School Facilities; (4) High School Science Facilities; (5) Computers in the Science Laboratory; and (6) Sample Floor Plans for Science Facilities. The chapters give details on science equipment needed, safety features that are necessary, and characteristics of science instruction. Appendix A, "Conditions of Instruction," is a National Science Teachers Association document pertaining to recommended work conditions for science teachers. Appendix B outlines state laws and regulations that apply to safety in science education and lists addresses of organizations that can help improve the safety of the classroom. The last appendix contains a laboratory safety checklist for science teachers. (PR)

ED 349 177 SE 053 099

Caduto, Michael J.; Bruchac, Joseph
Keepers of the Animals: Native American Stories and Wildlife Activities for Children and Teacher's Guide.
PUB DATE- 91
NOTE- 359p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Literature; American Indians; Class Activities; Conservation (Environment); Ecology; Elementary Education; *Environmental Education; Experiential Learning; Learning Activities; *Legends; Lesson Plans; Natural Resources; Story Reading; Story Telling; Teaching Methods; Values Education; *Wildlife
IDENTIFIERS- Environmental Awareness; *Native Americans

Twenty-four stories in this book provide a program of study in Native North American Indian culture. The stories introduce the concepts of wildlife ecology and environmental and stewardship issues concerning animals, habitat, and natural history. The field-tested activities encourage creative thinking and synthesis of knowledge and experience by involving children, ages 5 through 12, in creative arts, theater, reading, writing, science, social studies, mathematics, and sensory awareness. The book is divided into two parts. The introduction and part I offer suggestions for facilitating the use of stories, guided fantasies, puppet shows and activities, as well as caring for animals in captivity. In part II, 15 stories introduce activities that directly follow from the story. A discussion section provides background information on the topics it introduces and questioning techniques that bridge stories and activities. A separate teacher's guide offers further background by discussing the nature of Native North American stories and cultures from which these particular stories come. It also considers the educational philosophies and approaches upon which the book is based. A section in the teacher's guide provides lists of books for learning about Native North Americans, animals and earth, as well as guides to environmental and outdoor education, to values education and to facilitating storytelling. There is also a section in the teacher's guide that lists resources for further inquiry for both children and adults covering the Native North American issues that face juvenile justice professionals in the 1990s. The articles include: "Juvenile Justice and Public Policy: An Agenda for the 90s" (I. Schwartz); "Using Law-Related Education as an Intervention with 'High-Risk' Youth" (T. Buzzell); "LRE in a Detention Setting" (S. DeCencio); "LRE Resources for Juvenile Justice Settings" (P. Rider); "LRE in a Community Service Setting" (S. Phillips); "The Iowa Innovators" (R. Venaga); and "The D.C. Street Law Diversion Program" (J. Chinn). (DB)

ED 349 198 SO 022 113

Bouvier, Leon F.; De Vita, Carol J.
The Baby Boom--Entering Midlife.
PUB DATE- Nov 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adults (30 to 45); *Baby Boomers; Birth Rate; Demography; Futures (of Society); *Population Education; Population Growth; *Population Trends; Public Policy; *Socioeconomic Influences; United States History; Young Adults

The U.S. baby-boom generation, born between 1946 and 1964, is the largest generation in the nations's history. Numbering over 80 million people in 1990, this giant generation has indelibly changed U.S. society, requiring adjustments in schools, labor markets, housing markets, and government programs. Perhaps more than any other institution, education has borne the brunt of changing patterns of U.S. fertility. Yet current education indicators suggest that the legacy of the baby boom--the broadening of educational attainment levels--could be slowly eroding. This paper takes a new look at the baby-boom generation as it enters middle age and reports on how well the generation is faring. The baby boom is not a single, unified group, but a collection of individuals whose experiences and expectations vary widely. The leading-edge baby boomers, for example, delayed marriage and childbearing and precipitated the baby bust. The trailing-edge baby boomers are now reproducing themselves and creating a baby-boom echo. Leading-edge baby boomers have fought hard for an ambitious agenda of social change; trailing-edge baby boomers have been criticized for their cynicism and apathy toward the political system. African-American baby boomers registered real gains in educational achievement, but continue to trail behind their white counterparts. Baby-boom women, despite successful inroads into the traditionally male-dominated job market, report lower incomes than baby-boom men. For the next 20 years, the baby-boom generation will be in its prime productive work years and will be laying the foundation not only for its own retirement, but also the nation's future. This paper looks at work and retirement patterns, the Social Security system, and health care issues. Discussion questions for classrooms and others are included. (Authors/DB)

ED 349 199 SO 022 125

McFalls, Joseph A., Jr.
Population: A Lively Introduction.
PUB DATE- Oct 91
NOTE- 47p.

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Educational Policy; Elementary Secondary Education; *Females; Hispanic Americans; *Instructional Materials; Jews; *Minority Groups; *Racial Bias; *Sex Bias; Sex Stereotypes; *State Standards
IDENTIFIERS- *Maryland

These guidelines have been developed to help the Maryland Department of Education and Maryland schools divest themselves of racial and sexual biases in the educational materials they produce and use. The information on equitable treatment of the sexes contains general content and language usage guidelines and examples to help avoid sexual stereotypes in visual materials. The information on treatment of races and minorities includes general content guidelines and specific content guidelines for American Indians, Asian Americans, Black Americans, Hispanic Americans, and Jewish Americans. Examples designed to avoid stereotypes of these groups in visual materials also are provided. (DB)

ED 349 221 SO 022 367

Anderson, Marilyn Miller
Journeys, Boundaries, Maps, Paths, and Paradigms: The Decorah Hmong and the Decorah Native.
PUB DATE- Nov 91
NOTE- 119p.; M.A. Synthesis, Hamline University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anthropology; Cultural Exchange; *Cultural Influences; Cultural Pluralism; *Culture Contact; Ethnic Groups; Foreign Culture; *Hmong People; *Intercultural Communication; *Refugees; State History
IDENTIFIERS- *Iowa (Decorah)

The Hmong are a distinct Asian people who, for thousands of years, dwelled in China, and then, more recently, in Laos, Thailand, and Vietnam. The Vietnam War caused thousands of Hmong to be displaced, and many came to the United States. This paper describes the decade-long resettlement of Hmong refugees in Decorah, a small town in Iowa. The history of the Hmong is told, and aspects of Hmong culture, including marriage and religion, are discussed. Efforts made by the Decorah Hmong to preserve their culture, and interactions between Hmong and long-time Decorah residents are examined. Much of the paper is a first-person narrative comprised of personal experiences with the Hmong as an English-as-a-Second-Language instructor, on extensive interviews with the Hmong, and on wide reading in anthropology and other social sciences. A lengthy list of references is included. (DB)

ED 349 222 SO 022 368

Brock, Sharon L.
The Paseo Fine and Performing Arts Magnet High School, 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 46p.; For other evaluation documents, see SO 022 369-371 and SO 022 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

PUB DATE- 91
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Education; *Curriculum Development; Elementary Secondary Education; *Ethical Instruction; History Instruction; *Integrated Curriculum; Literature; *Religion Studies; Science Education; Second Language Instruction
IDENTIFIERS- *Spirituality

This anthology presents seven articles that focus on the integration of ethical and spiritual concerns into the academic curriculum. The argument is made for the inclusion of ethical and religious concerns in the study of subjects such as literature, history, foreign languages and cultures, and science. The articles include: "The Voice of the Other" (Fran Scoble); "Spirituality through Literature: 'Not as Bad as We Expected'" (Alfred Ruggiero); "Lamenting for a Vision" (J. Philip Zaeder); "The Holocaust: An Icon for Religious Education" (Julie A. Collins); "Ethics in the French Classroom"-an interview with Madeira's Foreign Language head, Margaret McBride); "Ethics and Values in a Technological Society and in the Classroom" (Kevin Reel); and "Moral Education in the Midst of International Crisis" (Michael J. Gorman). A postscript to the essays responds to the question, "No More Room in the Schedule?" (DB)

ED 349 244 SO 022 476

Wong, Wendy L.
Traditional Chinese Celebrations: Continuity and Change in Taiwan.
PUB DATE- 85
NOTE- 39p.; A publication of the China Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; *Chinese Culture; *Cultural Differences; Elementary Education; Foreign Countries; Foreign Culture; *Holidays; Learning Activities; Multicultural Education; *Social Studies; Units of Study
IDENTIFIERS- Global Education; *Taiwan

This teaching unit is designed to introduce elementary school students to traditional Chinese celebrations in Taiwan. An introductory activity asks students to distinguish between various kinds of celebrations (traditional or modern; religious or secular), and to identify U.S. and Chinese examples of each kind. The body of the unit concerns four well-known traditional Chinese celebrations: Lantern Festival, Tomb Sweeping Day, Dragon Boat Festival, and Moon Festival. The material on each celebration contains an introduction, historical background, information on present-day activities pertaining to the celebration, discussion questions, and a student activity. The unit also provides background information on Taiwan, the script for a slide presentation on the celebrations, and suggestions for further reading. (DB)

ED 349 245 SO 022 477

proposal, completion of the review process, and completion of the adoption process. Graduate STEP is a 2-year graduate secondary teacher certification program designed to prepare bilingual teachers, with diverse ethnic and language backgrounds, for positions in Seattle Public Schools. The program grew, in part, from a desire on the part of Seattle Public Schools bilingual education instructional assistants to receive college credit for inservice training, credit that could be applied to teacher certification. Program participants have bachelor's degrees, some from U.S. colleges and some from the students' native countries. In addition to describing the 5-step process of development and implementation, this paper outlines the student recruitment campaign and the faculty recruitment and preparation campaign. Most students in the program are immigrants for whom English is a second language; their original languages include several Asian and African languages. Several recommendations derived from program planning and implementation experience are made. (IAH)

ED 349 265 SP 033 928

Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions. Report to the State Superintendent.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Professional Personnel; Public Schools; *Statewide Planning; Teacher Education Programs; *Teacher Persistence; *Teacher Promotion; *Teacher Recruitment
IDENTIFIERS- Maryland State Department of Education; *Task Force Approach

The Maryland State Department of Education Task Force on Recruiting Minorities for Professional Staff Positions was charged by the State Superintendent in August 1987 with developing a systematic state plan of action to increase the number of minorities in professional positions throughout Maryland's public schools. The group specifically examined: (1) policies and practices of local education agencies that relate to hiring and promoting minorities; (2) initiatives to attract and retain greater numbers of minority teachers, administrators, and supervisors; (3) activities designed to recruit and retain talented minority students in teacher education programs at Maryland's institutions of higher education; (4) types of technical assistance that the Maryland State Department of Education could provide; and (5) recommendations to resolve issues raised. Task Force deliberations focused on four areas with recommendations grouped accordingly: increasing the pool of minority candidates for teaching; improving the recruitment of minorities; reducing barriers to recruitment, retention, and promotion of minority candidates; and increasing support to retain minorities. (LL)

ED 349 266 SP 033 930

Del Prete, Thomas; And Others
Anna Maria College-Calvin Coolidge School Professional Development School Guidebook.
PUB DATE- Jun 90
NOTE- 85p.; Document contains light type.
LANGUAGE- English

The subjects, from two different southwest sites, were self-identified Hispanics. Seventh and 12th graders from a northern New Mexico (NNM) (N=64) school and from a school on the U.S.-Mexico border (USM) (N=88) were selected. Central tendencies and Chi-Square statistics were used to analyze the data collected. The Adolescent Drinking Index (ADI) and the Personal Problems Checklist-Adolescent (PPCA) were instruments used to collect data. The study found significant differences between 7th and 12th graders in alcohol use and personal problems at both sites as well as between NNM 7th graders and USM 7th graders. There were not as many differences between NNM and USM for male and female students. The differences found, however, appear important. When looking at levels of alcohol use, both NNM (7th=65%, 12th=90%) and USM (7th=37%, 12th=88%) students showed a significant positive association. (Author)

ED 349 283 SP 034 011

O'Loughlin, Michael
The Discourse of Pedagogy and the Possibility of Social Change.
PUB DATE- Apr 92
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Discourse Modes; *Educational Philosophy; Elementary Secondary Education; *Instruction; Middle Class Standards; Politics of Education; *Social Change; *Sociocultural Patterns; Teacher Education; Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Constructivism; *Dialectical Reasoning

The thesis of this paper is that constructivism and similar pedagogic formulations are problematic because: (1) being nondialectical they close off possibilities for dialogue about issues such as those discussed in this paper; and (2) they are embedded in forms of discourse which privilege middle-class culture, values, language, and ways of knowing without theorizing the power relations implicit in this privilege. The paper argues that, as a result, these approaches end up reproducing the status quo and counter attempts to introduce emancipatory issues into pedagogical discourse. In this paper, drawing particularly on the writings of Bernstein (1990) and Bourdieu (1977), the intent is to illustrate how this process occurs and to explore the relations between the discourse of pedagogy and the possibility of social change. As Bernstein (1990) notes, for too long educators have talked about ways of practicing pedagogy without paying any critical attention to the language and assumptions in which pedagogy is embedded. This paper does not attempt to articulate new pedagogical solutions. Rather, it is hoped that by uncovering the problems, it will contribute to the kind of dialogue that will eventually lead to a richer and more equitable form of pedagogy. Before teacher educators attend to issues of "changing our students' beliefs about pedagogy," it is essential that they devote some attention to the taken-for-granted discourse in which their own thinking and practices are embedded. (Contains 37 references.) (Author/IAH)

ED 349 284 SP 034 015

Structure might include a posted daily schedule, allowing for some flexible time, and appropriate settling down periods. The components of security, success, and structure intertwine and rely upon each other to make school a place where the learning process becomes a fun process. (LL)

ED 349 303 SP 034 047

Cobb, R. Brian
Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula. Final Technical Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 31 Jul 92
NOTE- 231p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Competency Based Education; Counselor Educators; *Counselor Training; *Curriculum Development; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Preservice Teacher Education; Teacher Educators; *Vocational Education Teachers

This report on a project concerned with planning and integrating basic academic skills in vocational education contains three sections. The first section describes required elements of the project; the second section presents a detailed review of how each of the major deliverables was developed; the third section outlines recommendations. The goals of the project were: to develop competency-based materials for use in vocational teacher and counselor education training programs; to assist vocational educators and counselors to integrate basic academic skills into vocational education and school counselor education programs; to field-test the materials in preservice vocational teacher education and school counselor education programs across the country; and to disseminate the materials to preservice training programs and other curriculum materials dissemination networks. Two working groups of national experts in vocational teacher education and counselor education, representing higher education, the public schools, and business and industry, assisted in conceptualizing literature reviews and focus of the curricula. There were four major phases of this project: (1) information collection; (2) draft product development; (3) field testing; and (4) product revision and dissemination. Among appendices forming the bulk of this document are the Review of the Literature (in four chapters plus references) and the plan for site visitations; these two elements (the review and the visitations) together formed the basis on which the curriculum materials were developed. The rest of the appendices consist of various working papers including working group meeting materials, draft curricula, field-test related documents, and dissemination plans and brochure. The dissemination brochure contains a price list and order form for the finished product; namely, two sets of preservice competency-based curriculum materials: "Integrating Basic Skills into Vocational Teacher Education" and "Counselor Role and Educational Change, Planning, Integration and Basic Skills." (LL)

ED 349 304 SP 034 048

Zimpher, Nancy L.; Howey, Kenneth R.
Policy and Practice toward the Improvement of Teacher Education:

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Cognitive Ability; *Diagnostic Tests; Disabilities; Educational Diagnosis; *Evaluators; *Guidelines; Interpersonal Competence; Knowledge Level; Mathematics; Oral Language; *Psychoeducational Methods; *Psychological Testing; Reading; Self Esteem; *Test Use; Writing (Composition); Written Language
IDENTIFIERS- Behavior Management; *Woodcock Johnson Psycho Educational Battery

This book is intended to serve as a reference for evaluators using the Woodcock-Johnson Psycho-Educational Battery--Revised (WJ-R) and to assist examiners in preparing psychoeducational reports for individuals of all ages. In the first section, a wide variety of educational recommendations is provided for the cognitive factors, oral language, and achievement areas of reading, written language, mathematics, and knowledge/content. Additional recommendations are given for attention deficit disorder, behavior management, social skills/self-esteem, and for students with hearing and visual impairments. The second section provides a brief discussion of writing behavioral objectives for classroom teachers and educational therapists. The third section presents diagnostic reports that illustrate applications of the WJ-R in educational settings. The appendix contains summaries, arranged alphabetically, of methods and techniques that were included in the recommendations or the diagnostic reports. Summaries of these types may be attached to a psychoeducational report so that teachers, tutors, or parents can implement the recommended procedure. Nineteen figures in the text and an additional 11 figures in the appendix illustrate the discussion. There is a 165-item list of references. (SLD)

ED 349 323 TM 018 947

Hyers, Albert D.; Anderson, Paul S.
Methods and Materials for Geography Education Improvement through Innovative, Machine-Scored Assessment.
PUB DATE- 91
NOTE- 11p.; Paper presented at the Conference of the New England-St. Lawrence Valley Geographical Society (Montreal, Quebec, Canada, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Testing; *Computer Assisted Testing; Difficulty Level; Educational Assessment; Educational Improvement; Educational Innovation; *Geography; Higher Education; *Instructional Materials; Multiple Choice Tests; *Scoring; Teaching Methods; Test Format; Test Items; Test Reliability
IDENTIFIERS- Item Discrimination (Tests)

Using matched pairs of geography questions, a new testing method for machine-scored fill-in-the-blank, multiple-digit testing (MDT) questions was compared to the traditional multiple-choice (MC) style. Data were from 118 matched or parallel test items for 4 tests from 764 college students of geography. The new method produced superior results when measured by three widely accepted education statistics: (1) item difficulty; (2) item discrimination; and (3) test reliability (Kudor-Richardson

NLS-72-Postsecondary Education Transcript Files. Data User's Manual for Revised Transcript, Term, and Course Files. Supplementary Addendum.

PUB DATE- Jun 92

NOTE- 31p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Cohort Analysis; Data Analysis; *Databases; Definitions; Graduate Surveys; Higher Education; *High School Graduates; Longitudinal Studies; *National Surveys; Statistical Surveys; *Student Characteristics

IDENTIFIERS- *National Longitudinal Study High School Class 1972; *Postsecondary Education Transcript Study; Revision Processes; User Guides

This addendum describes the nature, rationale, and results of th second cleaning and revision of the National Longitudinal Study of 1972 (NLS-72) Postsecondary Education Transcript Files (PETS). This project, conducted for nearly 3 years, followed an initial cleaning and reduction in 1987, which came about as a reaction to the idiosyncratic records originally submitted by institutions. In this revision, the STUDENT file was left as revised in 1987, but the other files underwent considerable alteration. Four data sets with Statistical Analysis System extensions have resulted: (1) STUDENT3; (2) TRANS4; (3) TERM4; and (4) COURSE4. These include the work of the 1987 revisor P. Knepper. The revised definitions, new terminology, and renamed and altered files are described. Directions for using the modified NLS PETS files are included. (SLD)

ED 349 342 TM 019 067

Herman, Joan

What's Happening with Educational Assessment?

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 92

NOTE- 15p.; Synopsis of two presentations delivered at the Annual Meeting of the SouthEastern Regional Vision for Education (Tampa, FL, February 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Educational Change; Educational Improvement; Educational Policy; Elementary Secondary Education; Multiple Choice Tests; Psychometrics; Research and Development; Standardized Tests; *Student Evaluation; Test Results; *Test Use; *Thinking Skills

IDENTIFIERS- *Alternatives to Standardized Testing; *Reform Efforts

Using tests to reform education is not a new concept. National and state education policies reflect confidence in the power of assessment to encourage school improvement. New understandings of the nature and context of student learning are shifting the movement away from traditional multiple-choice tests to alternative assessments. The emphasis is now on assessing higher-level thinking skills rather than lower-level skills and rote memory. Assessment research indicates that educational processes can be distorted when there is a lot of pressure on

PUB DATE- Nov 91
NOTE- 38p.; Photographs will copy poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Affirmative Action; *Black Education; *Civil Rights; Community Role; Educational Discrimination; Educational Finance; Elementary Secondary Education; *Equal Education; Higher Education; Legal Problems; Parent Participation; *Racial Discrimination; School Choice; School Desegregation; School Restructuring; Test Bias
IDENTIFIERS- *African Americans; Comprehensive Services Program; *United States (South)

This publication presents the proceedings of a conference on African Americans and educational equity in the southern United States. A brief overview opens the publication followed by information on Jean Fairfax, recipient at the conference of the John A. Griffin Award for Advancing Equity in Education. Other presentations are included as follows: (1) "A Perspective on the Continuing Struggle for Equity" (J. Fairfax); (2) "Evolving Legal Approaches to Equity" (J. L. Chambers); (3) "Some Thoughts on Rights and Remedies" (D. Bell); (4) "Financing Education in Troubled Times" (K. McGuire and B. Canada); (5) "Schools and Communities: Citizen Involvement in Quality Education" (S. Prighozy and A. Blackwell); (6) "Achieving Educational Equity: A Comprehensive Urban Approach" (W. W. Herenton); (7) "Adams Revisited: Equity in Higher Education" (W. R. Cleere and H. Wilson); (8) "Comprehensive Services: Their Role in Educational Equity" (A. Rowe and O. Johnson); (9) "Fairness in Testing" (B. Cole and C. Banks); (10) "Equity: A Generational Perspective" (S. L. Carter); (11) "Meeting the Challenge of Diversity" (S. Denslow, O. Shirley, and B. Gomez); (12) "School Choice" (D. Doyle and B. Rosenberg); and (13) "The Continuing Challenge of Educational Reform" (D. Hornbeck). Also included are numerous photographs and a list of conference participants with addresses. (JB)

ED 349 361 UD 028 852

Multicultural Education. A Policy for the 1990s = L'education multiculturelle. Une politique pour les annees 1990.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cultural Awareness; Educational Change; Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Multicultural Education; Policy Formation; Position Papers; Program Implementation
IDENTIFIERS- *Manitoba; Reform Efforts

This publication presents the official multicultural education policy statement for Manitoba (Canada) institutions of education and training. The policy is guided by the following three principles: (1) education for full participation in society; (2) education for cultural and linguistic development; and (3) education for intercultural understanding. An introduction describes the adoption of the policy for a multiculutural society by the Government of Manitoba in 1990 and the implications for all branches of government and education. A section on the policy statement describes the three main thrusts of the policy. Another section outlines educational enterprise is managed. Judson Hixson and Debra Beauprez center their discussion around five categories of issues that have emerged from this increased awareness of technology in education: (1) supporting change/reform efforts; (2) improving information management and student information systems; (3) changing curriculum, instruction, and the roles of both teachers and students; (4) equal access to existing and emerging technologies; and (5) changing the nature of professional development at all levels. They conclude that developing technology as a vehicle for change calls for the creation of statewide technology infrastructures to facilitate and support expanded networks or "electronic highways" between and among all educational and related institutions. In his guest commentary on online rights, Jason Ohler addresses two priorities that are involved in using technology to improve education--assuring equal access for all students and realizing the impact of technology on educational change--and how they relate to the fundamental nature of schooling. (ALF)

ED 348 960 IR 015 625

Branson, Robert K.
Technology Transfer and the Job Skills Education Program: Preliminary Results.
PUB DATE- 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Education; Basic Skills; Career Information Systems; *Computer Assisted Instruction; English (Second Language); High School Equivalency Programs; *Technology Transfer
IDENTIFIERS- *Job Skills Education Program; National Occupational Information Coordinating Com

Technology transfer, for purposes of this paper, refers specifically to the importing of a methodology from one setting to another in order to meet previously unmet needs. The Job Skills Education Program (JSEP), a computer-based functional basic skills curriculum originally developed for the U.S. Army, has been "transferred" to the civilian education community. JSEP is a 300-hour curriculum that provides the basic academic skills students require to benefit from technical training programs. It is offered as an integrated learning system in which prerequisite skills are learned prior to technical training. The crosswalk prepared by the National Occupational Information Coordinating Committee (NOICC) was used to align the basic skills in JSEP with civilian occupational requirements, retrofitting the curriculum to the problem. A civilian pilot test of the program was conducted at the White Plains (New York) Adult and Continuing Education Center in 1989 which focused on the use of JSEP with students in three programs: English as a Second Language, Adult Basic Education, and General Educational Development (GED). Based on student and teacher acceptance during the pilot test and on the results achieved by the target students, 11 demonstration sites were opened in industrial settings, an organization participating in the Job Training Partnership Act, community colleges in several locations, a consortium, and a career development center. An distance education, sending and receiving sites, characteristics of successful projects, key components of a successful program, leading deficiencies in teleclassroom courses, directions of distance education technology, print-based and computer-based changes, audio-based and video-based changes, sample costs and funding, instructional/implementation issues, and the role of teachers. A list of resources for background information on distance education includes 11 articles, a journal, a resource guide for teleclass teaching, and a report issued by the Office of Technology Assessment, "Linking for Learning." (BBM)

ED 348 979 IR 015 657

Canadian Distance Educators Meeting (Sudbury, Ontario, Canada, July 8-9, 1991).
PUB DATE- Jul 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Programs; *Distance Education; *Educational Technology; Foreign Countries; Information Technology; *Institutional Cooperation; *Instructional Materials; International Organizations; Postsecondary Education; *Telecommunications
IDENTIFIERS- *Canada; *Commonwealth of Learning

The Commonwealth of Learning (COL), in cooperation with Laurentian University, convened a 2-day meeting of some 30 Canadian educators to ascertain through discussion and dialogue how best and to what purposes COL might cooperate with institutions and associations involved in distance education in Canada. This report summarizes six presentations that were featured the first day: (1) a keynote address by James A. Maraj, who explained the purposes of the meeting and the functions of COL; (2) Canadian perspectives on distance education by Ross Paul; (3) perspectives on distance education in Canadian universities by Marian Croft and in Canadian institutes and colleges by Tom Norton; (4) a talk on the use of telecommunications/technologies in distance education by John Quigley, which centered around educational telecommunications, educational broadcasting, educational technology, and communications technologies; (5) a discussion of material acquisition and development for distance education by Dennis Irvine, which included a number of challenges that COL faces in these areas; and (6) information on three different distance education networks--Contact North (Gerard Lafrenier), the Telemedicine Centre (Ms. Erin Keough), and CREAD (Pierre Van Der Donckt). Reports by three groups that met on the second day to discuss and make recommendations to COL are then presented. These reports focused on: (1) materials for distance education; (2) the use of technologies and telecommunications in distance education; and (3) infrastructures for distance education. A summary of closing remarks concludes the report, and a list of meeting participants and an agenda for the meeting are attached. (BBM)

ED 348 980 IR 015 659

Burmeister, Marsha L.
Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.
PUB DATE- Apr 92

10 additional conference presentations are also provided. (KRN)

ED 348 998 IR 054 083

Maryland Governor's Conference on Libraries and Information Services: Final Report (Towson, Maryland, September 23-25, 1990).
PUB DATE- 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Access to Information; *Change Strategies; Democracy; *Economic Development; Elementary Secondary Education; Higher Education; Learning Resources Centers; Literacy; Marketing; Preservation; Public Libraries; *Public Policy; *Public Support; School Libraries; Special Libraries
IDENTIFIERS- *Maryland Governors Conference Lib Info Serv; White House Conference Library Info Services

Delegates to the governor's conference, including librarians, library advocates, citizens and government officials, met for 3 days to develop a list of resolutions relating to the future directions of all types of libraries. The theme of the conference was equal access to information, and its goal was to promote the role of Maryland libraries as the central source of information for democracy, literacy, and economic development. The 202 delegates discussed 113 issues facing libraries, prepared 51 resolutions, and adopted 38 of them to present to the governor. The final report contains the 51 resolutions, 5 of which the delegates identified as top priority. Of these, two addressed funding for public school library media programs and libraries in state institutions; two placed top priority on forming task forces to formulate a statewide preservation plan and to evaluate and revise the state's aid formula for libraries; and one recommended that all types of libraries develop marketing strategies to reach all of the state's citizens. It is noted that the final business of the conference was to announce the 12 delegates and 4 alternates selected to represent Maryland at the White House Conference on Library and Information Services to be held July 9-13, 1991. Appendices contain lists of governor's conference delegates and alternates, special guests and observers, a roster of the conference planning committee, and lists of the State's Library Development and Services Staff and facilitators of delegate discussions. (KRN)

ED 348 999 IR 054 085

Chang, Shan-Ju
Information Uses: Relating Information Needs to Information Uses in Specific Contexts.
PUB DATE- 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Information Seeking; Information Systems; Information Transfer; *Information Utilization; Literature Reviews; *Models; Research Needs; *User Needs (Information); *Use Studies

This review of the literature examines the relationship of information needs and uses and explores some of the factors that influence the relationship. The paper begins with a review

Subject Index Terms; Workbooks
IDENTIFIERS- Framingham State College MA

This workbook is designed to familiarize students with the layout of Whittemore Library (Framingham State College, Massachusetts) and the types of information sources available for them to use in solving their research problems. It also provides guidance in developing a logical, systematic plan for formulating a search strategy and gathering information. The 19 sections of the workbook cover: (1) Background Information (using encyclopedias); (2) Book Catalogs; (3) Library of Congress Classification; (4) OPAC (Online Public Access Catalog); (5) Author Search on Online Catalog; (6) Subject Search on Online Catalog; (7) Library of Congress Subject Headings; (8) Keyword Search on Online Catalog; (9) Card Catalog; (10) Periodical Indexes; (11) CD-ROM and Online Indexes; (12) Periodical Holdings; (13) Newspaper Indexes; (14) Review of Research; (15) Library Tour; (16) General Library Information and Services; (17) Exercises; and (18) Library Map. (BBM)

ED 349 017 IR 054 121

Hammond, Carol, Ed.
Kaleidoscope: Joint Conference of the Arizona State Library Association, Mountain Plains Library Association and Arizona Education Media Association. Proceedings of the Research Forum (Phoenix, Arizona, October 29-November 2, 1991).
PUB DATE- 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Course Integrated Library Instruction; Databases; Government Publications; Higher Education; Library Collections; Library Personnel; *Library Research; Library Services; Optical Data Disks; Preservation; Problems; Self Evaluation (Groups); Seminars; Surveys; *Use Studies; Vandalism
IDENTIFIERS- American Memory Project (Library of Congress); Harvard University MA; Library of Congress

The six papers in this collection address as many different topics. In "Circulation Desk Staff Amiability and Patron Satisfaction," Laureen Cardon and Nathan M. Smith describe a study at Brigham Young University which demonstrated that interpersonal relations training for circulation desk staff could improve patron satisfaction. Anna L. DeMiller reports on a study which developed a practical way to connect collection development and preservation in "Survey of Research Collection with Preservation, Assessment, Weeding, and Inventory Objectives." In "The American Memory Prototype: Assessing a New Library Tool," M. Alan Overstreet discusses preliminary conclusions from a study of users of this Library of Congress project that was carried out at Brigham Young University. "An Exploration of Vandalism/Food/Drink Issues in Academic Libraries," by Susan L. Richards and Lisa F. Lister, reports on a survey conducted to determine the degree to which these issues are considered problems, how many and what kinds of policies exist, and what remedial steps libraries have taken in response. In "The Harvard Assessment Seminars: Their Implications for Public Services in the Academic Library," Michele Wolff summarizes findings from the original seminars for university administrators and teaching faculty and suggests ways they might be adapted to the academic library. "Beyond INFOTRAK: Integrating Government Document CD-ROMS into Course the literature and the JTPA legislation, data tables, recommendations, the survey instrument, and a 115-item bibliography are included. (PAA)

ED 349 034 JC 920 233

Malan, Roland M.
Audit Report of Rockland Community College. Report 89-T-7.
PUB DATE- 5 Dec 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audits (Verification); Budgets; Community Colleges; *Compliance (Legal); Educational Finance; Educational Legislation; *Eligibility; *Financial Audits; Government School Relationship; Judaism; Religion Studies; Religious Education; Satellite Facilities; *State Aid; State Church Separation; *State Standards; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *Jewish Studies; Rockland Community College NY; Tuition Assistance Program NY

The New York State Comptroller's Office (CO) examined the records and procedures applicable to the administration of the state's Tuition Assistance Program (TAP) at Rockland Community College (RCC) for students enrolled in a Judaic Studies emphasis at the college's Village of New Square (VNS) campus from 1983-84 through 1987-88. The CO determined that RCC was overpaid $3,885,406 for incorrectly certifying students as eligible for TAP awards, and must refund the overpayment plus applicable interest to the state. Following a summary of the CO's findings, this report presents background information on RCC, the VNS campus, and the state's TAP. Next, the findings of two site visit reviews of the VNS campus conducted by the State Education Department (SED) in 1985 and 1988 are presented. Detailed results of the CO's audit are then provided in separate sections under three broad headings. The first section, "Students Not Matriculated in an Approved Program," highlights evidence that the Judaic Studies program did not meet the associate degree liberal arts core requirement or RCC's main campus requirements, and had been denied separate registration by SED. The next section, "Theological Study Programs Are Not TAP Eligible," contends that the program focused on Orthodox Jewish religious education, contrary to the rules of an acceptable academically sound secular curriculum. The third section, "Unapproved Off-Campus Location," reviews legal regulations governing branch campus and extension center approval, SED's interactions with RCC regarding the VNS campus, and students' educational activities at the location which were never approved by SED. The report concludes with recommendations to the Higher Education Services Corporation and to SED. A list of VNS campus course offerings is attached. (MAB)

ED 349 035 JC 920 317

Vocational Education Special Projects, California Community Colleges: Individual Project Profiles, 1988-89 and 1989-90. Special Project 90-0406.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- May 92
NOTE- 234p.; Inside title: Special Project 90-0406. Evaluation of the California Community Colleges' Vocational Education Special Projects. Project Profiles. Project supported by funds from the

the job. Study findings were compared to 1989 national norms for faculty and administrator attitudes. Study highlights included the following: (1) of the seven areas examined in the survey, there was least satisfaction among all groups in the area of rewards (relating to salary, benefits, and personal growth); (2) 64.8% of faculty and 52.9% of administrators rated work conditions as "satisfactory" or "very satisfactory" as compared with 63.9% and 74% for the national norms, respectively; and (3) in response to questions about salary and fringe benefits, 38.9% of faculty and 29.4% of administrators were satisfied or very satisfied as compared to the national norm of 51.1% and 63.9%, respectively. Detailed survey response tables are included. (PAA)

ED 349 051 JC 920 438

Conklin, Karen A.
Perceptions of Johnson County Community College by Residents of Johnson County. Revised.
PUB DATE- Aug 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Attitudes; Community Colleges; Community Surveys; *Educational Attitudes; Information Sources; Mission Statements; *Public Opinion; *School Community Relationship; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Johnson County Community College KS

In spring 1992, a community survey was conducted by Johnson County Community College (JCCC) in Overland Park, Kansas, to assess residents' opinions and perceptions about the college. A stratified random sample of 800 Johnson County adults was contacted by telephone, of whom 524 provided completed interviews for a 79% response rate. A total of 137 residents refused to be interviewed, while an additional 139 indicated that they were not familiar enough with the college to participate. Study results included the following: (1) 60% of the respondents were male, 80% were married, and over 50% had earned a bachelor's degree or higher; (2) over 55% of the respondents had been on the JCCC campus within the past year; (3) 94% of the respondents agreed that JCCC was a source of community pride, 89% felt that the college provided adequate programs and services, and 91% felt that the college charged reasonable tuition fees, up from 63% in 1987; (4) over 90% of residents interviewed were aware of JCCC's transfer function and 80% knew of JCCC's vocational education function, though less than 40% were aware of the college's work to promote economic development and support businesses; (5) of the 12 functions in JCCC's mission statement, the following five: transfer, job skills, lifetime learning, support services, and special needs were considered among the most important by respondents; (6) 92% of the respondents were willing to recommend JCCC to a friend, and over 85% rated the college as "good" or "excellent"; and (7) 49% of the respondents indicated that they would support expansion of the institution through a property tax increase. Detailed data tables and selected verbatim narrative responses are included. (PAA)

ED 349 052 JC 920 439

Seybert, Jeffrey A.; Soltz, Donald F.
Assessing the Outcomes of Developmental Courses at Johnson County

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Community Colleges; Continuing Education; *Lifelong Learning; *Middle Aged Adults; *Older Adults; Questionnaires; School Surveys; *Student Attitudes; Student Educational Objectives; Student Recruitment; Two Year Colleges; Two Year College Students; Urban Education
IDENTIFIERS- *Cuyahoga Community College OH

A study of the educational potential of senior citizens was conducted at the Eastern Campus of Cuyahoga Community College (CCC), in Ohio. Focusing specifically on whether seniors would benefit from a higher level of involvement and integration into the mainstream of community college programs and activities, the investigation reviewed demographic data, the cognitive functioning of older adults, and the shortcomings of curricula designed exclusively for seniors. In addition, interviews were conducted with 92 older students who were either enrolled for credit or in CCC's "60 Program," which allows students to audit courses free of charge. Study findings included the following: (1) while seniors comprised 2.2% of all CCC students, they constituted 5.1% of the student body on the Eastern Campus; (2) of those students between 60 to 63 years old who were surveyed, 70% were female, and 50% had attained college and advanced degrees, while most others had taken college courses previously; (3) the majority of respondents took courses in the arts and sciences; (4) most perceived learning as an end in itself; (5) both audit and credit students reported taking all tests and doing all homework; (6) respondents reported that they had not experienced age discrimination from either faculty or students; and (7) the population surveyed resembled younger part-time students, with the exception that the older students did not have specific educational goals. Marketing recommendations and the survey instrument are included. (MAB)

ED 349 068 JC 920 459

Hyatt, Sue Y.
Developing and Managing a Multi-Modal Distance Learning Program in the Two-Year College.
PUB DATE- May 92
NOTE- 7p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (14th, Austin, TX, May 24-27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Colleges; *Delivery Systems; *Distance Education; *Educational Television; Film Libraries; Participant Satisfaction; Program Descriptions; *Program Implementation; Public Television; *Telecourses; Two Year Colleges; Two Year College Students; Videotape Cassettes
IDENTIFIERS- *Chattanooga State Technical Community College TN

Chattanooga State Technical Community College (CSTCC), in Tennessee, offers distance learning courses through Instructional Television Fixed Service (ITFS) broadcast, through broadcasts of a local public television affiliate station, and through video cassette checkout/mailout. By the end of fiscal year 1991-92, over 2,500 students had enrolled in the college's 49 distance learning courses. The majority of them were working adults seeking degrees or specialized concerning political issues are stressed. These contradictory and illogical attitudes color the actions of government, and the actions and beliefs of individuals, both black and white. (BC)

ED 349 086 PS 020 562

Moore, William P.
The Faxon Montessori Magnet Elementary School, 1990-1991. Summative Evaluation.
PUB DATE- Aug 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary School Students; *Enrollment; Language Skills; Learning Activities; Magnet Schools; Mathematics Achievement; *Montessori Method; *Parent Attitudes; Preschool Children; Preschool Education; Primary Education; *Program Evaluation; Racial Composition; Reading Achievement; Student Attitudes; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Kansas City Public Schools MO

This report documents the progress made by the Faxon Montessori Magnet School in Kansas City, Missouri, during the three years of its implementation of the Montessori philosophy. During the 1990-91 school year, the school served children from three years of age through third grade. School enrollment information was analyzed and data were obtained from classroom observation; from parent, teacher, and student questionnaires; and from achievement tests. Analysis of enrollment information revealed that: (1) enrollment was at 93 percent of capacity; (2) enrollments varied by grade level; and (3) minority students comprised 61 percent of the student population. Classroom observation indicated that students were engaged in independent learning activities and activities that enhanced motor skills. Teacher-initiated management was minimal. Results from the questionnaires indicated that program participants were satisfied with most aspects of the program. However, teachers were dissatisfied with the amount of administrative support they received. Achievement scores of kindergarten, first-grade, and second-grade students on the reading, math, and language subtests of the Iowa Tests of Basic Skills were above district and national norms. Third graders scored above district, and below national, norms on the Missouri Mastery and Achievement Tests. Thirteen data tables and seven figures are included, and an appendix presents a description of the goals and activities of the Faxon Montessori extended day program. (BC)

ED 349 087 PS 020 590

Baenen, Nancy R.
Early Prevention of School Failure: Longitudinal Study 1987-1991. Evaluation Report.
PUB DATE- Apr 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Early Intervention; *Elementary School Students; Followup Studies; Grade Repetition; Kindergarten; Longitudinal Studies; Primary Education; *Program Effectiveness; *Program Evaluation; Special Education; *Student Needs

ratings, and parent participation. Data were acquired from three sources: (1) individual testing of the students; (2) teacher ratings of the students; and (3) school records. Information about students' classroom behavior was obtained by means of the Devereux Elementary School Behavior Rating Scale II. Teachers were asked to provide information regarding parent participation in the child's school life. The subjects were 1,232 kindergarten and first grade students from 56 schools in Charlotte-Mecklenburg, a large metropolitan area in North Carolina. The subjects had, as 4-year-old children, been found eligible for the local Chapter 1 preschool program. Two samples were selected: 160 kindergarten and first grade students from the preschool group; and 161 kindergarten and first grade students from a comparison group who had either attended a different program or had no program experience. The study showed statistically significant results favorable to the Chapter 1 program on only a few variables. (AC)

ED 349 105 PS 020 741

Petersen, Anne C.; And Others
Familial Risk and Protective Factors Influencing Adolescent Mental Health.
PUB DATE- Apr 91
NOTE- 56p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Affective Behavior; Depression (Psychology); Divorce; *Family Environment; Family Influence; Family Problems; Longitudinal Studies; *Mental Health; Parent Child Relationship; Sex Differences; *Young Adults

This study examined the relation between family variables and the mental health outcomes of adolescents. Family members' feelings about one another were assessed when the children were in grades 6 and 8. Family members' closeness to one another was assessed when children were in grades 8 and 12, and in a 4-year follow-up study. Adolescents' mental health outcomes were assessed by means of a questionnaire at grades 6, 8, and 12. Adolescents' depression was assessed at grades 8 and 12, and at the 4-year follow-up. Results indicated an increase in the number of reported adolescent depressive episodes through grade 12, with girls exhibiting a greater increase than boys. The reported closeness of girls to their parents declined through middle adolescence, but rose again by the 4-year follow-up. Boys reported more closeness with fathers than motners. At grades 6 and 8, adolescents' mental health was related to closeness between children and parents. At grades 6, 8, and 12, negative family events, as reported by parents, were related to girls' depression. At grade 12, boys in the family type, hypothesized to be the least functional, reported surprisingly strong mental health. Twenty-seven figures comprising more than half the paper are included, and a list of 27 references is also provided. (BC)

ED 349 106 PS 020 761

Oboodiat, Farideh
Young Children's Understanding of Peace Concepts: Negative Peace, Nonviolent-Conflict-Resolution, and Positive Peace.

gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on science education is followed by an overview of the third program in the series, which covers the topic of science instruction and learning. In this program, the first story illustrates the ways in which an instructional approach derived from research has enabled students in a high school class to increase their knowledge about science. The second story demonstrates how a community of researchers, scientists, and teachers works to provide a rich learning experience for middle school students in San Antonio, Texas. A series of follow-up activities relevant to the topic of science education is described. Additional materials include biographical information on videoconference participants, a list of resources on science instruction, a glossary of terms, and a 10-item reference list. (BC)

ED 349 125 PS 020 827

Alternatives for Measuring Performance. Guidebook 4. Schools That Work: The Research Advantage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.; Part of an eight-program videoconference. For other guidebooks in the series, see PS 020 824-831.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; Competency Based Education; *Educational Practices; Educational Research; Educational Testing; Educational Trends; Elementary Secondary Education; *Evaluation Research; Research and Development; School Community Relationship; *Student Evaluation; *Theory Practice Relationship
IDENTIFIERS- *Performance Based Evaluation; *Video Teleconferencing

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic and each has a "content partner" (a learning center, institute, teachers' association or other group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on the nature of student assessment and the effects of assessment on educational practice is followed by an overview of the fourth

NOTE- 14p.; For a related document, see RC 018 792.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classification; Definitions; *Educational Policy; Elementary Secondary Education; Federal Government; Federal Programs; *Institutional Characteristics; Policy Formation; Public Schools; *Rural Schools; *School Districts
IDENTIFIERS- *Indicators

Historically, policies and funding guidelines for most federal educational programs have not adequately recognized the diverse nature of rural schools. A dichotomy of rural and urban, or, even a tripartite classification (urban, suburban, and rural) would mask the internal diversity of rural schools. Current efforts to understand the condition of public education in this country will fall short unless this diversity is acknowledged. The federal government, particularly the Department of Education, should take the lead in developing a policy-impact code for classifying the nation's rural school districts. A desirable policy-impact code would use variables that have demonstrated predictive value relevant to differences among rural districts, would include all rural school districts, and would be limited to a number of categories small enough to be recognized and understood easily. Other criteria may include content of indicators (relevance for policy formation) and data collection standards. Such criteria suggest a causal approach to indicator development that would include four classes of indicators: context (school and community characteristics); input (characteristics of students, staff, and fiscal input); process (school programs and services, class size, and leadership); and outcome (test scores, attendance and completion rates, and post-school outcomes such as employment). An initial literature review identified about 90 specific indicators arguably important enough for inclusion. (SV)

ED 349 143 RC 018 792

Stephens, E. Robert
Toward the Construction of a Federal Policy-Impact Code for Classifying the Nation's Rural School Districts. Working Paper.
PUB DATE- Jun 92
NOTE- 65p.; For a related document, see RC 018 791.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classification; Definitions; *Educational Policy; Elementary Secondary Education; Federal Government; *Federal Programs; *Institutional Characteristics; Policy Formation; Public Schools; Rural Education; *Rural Schools; *School Districts

Historically, policies and funding guidelines for most federal educational programs have not adequately recognized the diversity of rural schools. A dichotomy of rural and urban, or even a tripartite classification (urban, suburban, and rural), would mask the internal diversity of rural schools. Current efforts to understand the condition of public education in this country will fall short unless this diversity is acknowledged. The federal government, particularly the Department of Education, should take the lead in developing a policy-impact code for classifying the nation's rural school districts. A desirable policy-impact code would use variables that have demonstrated predictive value relevant to differences among students. A subsample of 48 students was used based on their level of thinking regarding a balancing problem. Students were placed in three groups: no partner, partner of same level of thinking, and partner with a higher level of thinking. Half of the students received feedback and the other half did not. Results indicate students who received feedback achieved significantly higher on the posttest. Having a partner did not prove to be more beneficial than not having a partner. Collaboration with a partner was helpful when feedback was not provided. (AA)

ED 349 160 SE 052 454

Haukoos, Gerry D.; LeBeau, Dorothy
BIA Workshops: Toward Implementing Self-Determination in Teaching Cultural Science.
PUB DATE- 91
NOTE- 21p.; Paper presented at the National Convention of the National Science Teachers Association (39th, Houston, TX, March 30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *Cultural Context; Elementary Education; *Elementary School Science; Inquiry; *Inservice Teacher Education; Postsecondary Education; Science Activities; Science Education; *Science Instruction
IDENTIFIERS- *Hands on Science Activities

The document claims that American Indians are the least represented culturally different population in science-related fields of study. In American Indian community schools, science is still taught using outdated conformity-and-assimilation strategies, which neglect consideration of Native American cultural views. The report describes a study conducted on a 2-week institute for 154 elementary teachers from 23 Indian Nations, that provided an opportunity to obtain new content and methods for teaching science and math. The objectives of this inservice program were to convince teachers that: (1) science was to be taught using an inquiry approach with hands-on manipulatives in a problem solving situation and (2) integration of culture with science was necessary. A pretest-posttest instrument focusing on the objectives was given to the teachers. Results indicate that there were statistically significant increases in participants' understanding of how science and American Indian culture can be integrated and in the valuing of hands-on student centered strategies. The addendum contains three representative activities: Canoe Construction, Mystery Soils, and How Worms Survive. (Contains 10 references.) (PR)

ED 349 161 SE 052 899

Junior High Environmental and Outdoor Education: Teacher
PUB DATE- 91
NOTE- 183p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Course Content; *Course Descriptions;

group(s) from which the story(ies) in each chapter come, and the animals and other environmental topics addressed in each chapter. (MCO)

ED 349 178 SE 053 118

Wilson, Alana J.
Biology for Schools. Selected Teaching Aids.
PUB DATE- Apr 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biology; *Educational Resources; Elementary Secondary Education; Science Activities; *Science Education; Science Fairs; Science History; *Science Instruction
IDENTIFIERS- Hands on Science Activities

The teaching materials listed in this annotated bibliography emphasize an observational and hands-on approach to awakening student interest in the world of biology. The sources that are for teachers and students, can be used to create lessons, prepare units, or develop concepts to stimulate learning. Books on science fairs and projects are included, as well as a list of organizations (with phone numbers and addresses) that can supply additional information and materials. Resources are organized under the following headings: (1) Introductions and History of Biology, (2) Biology Activities, and (3) Specialized Works, that include the subheadings Botany; Ecology; Genetics; Human Body; Paleontology/Evolution; Zoology; Science Activities; Science Events, Fairs, and Projects; Teaching Aids and Sourcebooks; Periodicals; and Multimedia Resources. (PR)

ED 349 179 SE 053 185

Guidelines for Teaching Calculus.
PUB DATE- 90
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Calculators; *Calculus; College Mathematics; Computers; *Course Objectives; High Schools; *Learning Activities; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Secondary School Mathematics; Teaching Guides; Teaching Methods
IDENTIFIERS- Limits (Mathematics); *Texas Education Agency

This course guide for calculus offered at the high school level begins with an overview of the course. The overview includes a rationale for including calculus in the high school curriculum, a description and rationale of calculator and computer use in the calculus class, the desired qualifications and characteristics of calculus teachers, prerequisites for students entering calculus, and the basis on which credits are awarded to calculus students. The guide is divided into three sections. The first section describes the essential elements of the calculus course based on the Advanced Placement Calculus AB course as approved by the State Board of Education, a list of the course objectives for the first and second semesters, and a series of 10 sample activities for the teacher. The activities each identify the topic covered, the sample objective to be

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; *Demography; Global Approach; *Human Geography; Migration; Mortality Rate; Population Distribution; *Population Trends; World Affairs

The study of demography must begin with an understanding of the three sources of population changes: fertility, mortality, and migration. This paper leads prospective demographers--or anyone interested in population--through the dynamics of these three variables, introducing them to the forces that cause populations to grow or decline, and that determine the age, sex, or ethnic composition of a society. The effects of fertility, mortality, and migration in changing the geographic distribution of people in the world and in the United States are studied. The unprecedented global population growth that has occurred within the past few centuries is noted, as well as the prospects for future growth. Finally, the many critical population-related issues facing the world today are surveyed. A list of discussion questions concludes this document. (Author/DB)

ED 349 200 SO 022 185

Murphy, Carol J.; Pescatello, Ann
Scholars in the Schools: Implementation Handbook.
PUB DATE- 87
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Rank (Professional); Educational Change; Educational Objectives; *Humanities Instruction; Intermediate Grades; Liberal Arts; Middle Schools; Professors; *Program Design; *Program Implementation; Secondary Education; Secondary School Curriculum
IDENTIFIERS- *California; *Scholars in the Schools Program

The Scholars-in-the-Schools program (SIS), previously known as Humanities-in-the-Schools (HIS), is designed to improve humanities education by placing humanities scholars in residence at a middle school or high school. The scholar works with teachers and students as a resource person in a variety of ways: as a curriculum consultant; lecturer; inservice provider; and as a coordinator for special activities such as field trips, film festivals, etc. The scholar's term of residency is dependent on the type of program the school is implementing, but usually involved a part-time commitment for at least a year. This document provides the history and description of the SIS program that was developed by the California Council for the Humanities (CCH), and discusses how a SIS program is implemented. The description of the model SIS program, developed by the CCH focuses on the objectives, key players, project activities, effectiveness of the program, and program costs. Implementation of a SIS program involves a great deal of planning. The major planning phases are the adoption decisions, the planning team, and the orientation seminar. Descriptions of SIS program monitoring and SIS program evaluation also are included. An appendix features sample evaluation instruments. (DB)

ED 349 201 SO 022 236

DESCRIPTORS- Achievement Tests; *Art Education; Enrollment; Fine Arts; Grade 9; Grade 10; High Schools; *Magnet Schools; Parent Attitudes; *Program Evaluation; *Program Implementation; Student Attitudes; Teacher Attitudes; Test Results; Theater Arts
IDENTIFIERS- *Kansas City Public Schools MO

This evaluation documents the progress made by the Paseo Academy of Fine and Performing Arts Magnet High School (Kansas City, Missouri) during its second year of implementing the arts theme. The evaluation covers four primary areas: demographic data, implementation, perceptions, and achievement. With the entering class of ninth graders during 1990-1991, enrollment at Paseo Academy consisted of the ninth and tenth grades. Total enrollment was 63% below program capacity, and approximately half the students enrolled last year did not return. Teacher perceptions showed moderate improvement in satisfaction with theme implementation and infusion; however, considerable dissatisfaction was reported in several critical areas. Student perceptions were indicative of increased satisfaction and involvement in theme courses and activities. Yet, two-thirds of the students did not enroll in theme-related courses. Parent satisfaction with Paseo Academy, the program, its staff, and their children's magnet experience improved considerably from the previous year. Test scores generally showed students scoring above district norms. Disparity between the scores of minority and non-minority students existed. A number of recommendations are made in the report, and an appendix listing arts-related activities carried on at the Academy also is included. (DB)

ED 349 223 SO 022 369

Brock, Sharon L.
Achievement and Enrollment Evaluation of the Kansas City Middle School of the Arts Magnet, 1990-1991.
PUB DATE- Aug 91
NOTE- 26p.; For other evaluation documents, see SO 022 368-371 and SO 022 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Art Education; *Enrollment Trends; *Fine Arts; Junior High Schools; *Magnet Schools; Middle Schools; Minority Group Children; Program Evaluation; School Desegregation; Test Results
IDENTIFIERS- *Kansas City Public Schools MO

Achievement and enrollment information for the Kansas City Middle School of the Arts (Missouri) is evaluated in this report that covers the first four years of the implementation of a magnet theme for the school. Primarily, achievement and enrollment are measured by trends in student integration and standardized test scores. The tests for which scores are evaluated are the Iowa Test of Basic Skills, Degrees of Reading Power, and the Missouri Mastery and Achievement Tests. It is reported that achievement trends for minority students at the school have remained lower than those of non-minority students and generally below state and national norms as well. It also is reported that a trend of increasing minority enrollment in the school is observed, indicating that progress toward desegregation is not being achieved. A number of tables and figures appear throughout the report. An appendix listing special achievements and scholarships obtained by students of the school also is included. (DB)

ED 349 224 SO 022 370

Chan, Adrian; And Others
When Iron Crumbles: Berlin and the Wall. A Social Studies Unit Recommended for Grades 9-12 and Community College.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Community Colleges; Foreign Countries; Foreign Culture; Foreign Policy; High Schools; *International Relations; *Social Studies; Teaching Methods; Two Year Colleges; Units of Study; *World History
IDENTIFIERS- East Germany; Global Education; West Germany; *West Germany (Berlin)

This unit, designed for use with high school and community college students, uses primary materials, literature, and interactive lesson plans to present the city of Berlin (Germany) as a case study of some of the 20th century's most significant events. In lesson 1, students take a pre-test, view a video about the Berlin Wall, and discuss the kinds of conflict that impacted the city. In lesson 2, students interpret the materials contained in a time-capsule handout, focusing on the relationships among economics, culture, and politics in metropolitan Berlin. In lesson 3, students read documents representing U.S. and Soviet positions on the joint occupation of Germany and Berlin. Lesson 4 has students use information on resource cards to answer game questions the division of Germany into two separate states and about differences between the "two Germanys"--the Federal Republic of Germany in the West and the German Democratic Republic in the east (the Soviet zone). In lesson 5, students study materials on the exodus of East Germans to West Germany. These materials are designed to help students consider how the governments responded to the immigration and to understand the dilemmas faced by the East German refugees. Lesson 6 has students perform a "readers' theater" on the construction of the Berlin Wall in 1961. (Readers' Theater is a dramatization technique that includes performance and reading aloud, and is used to bring a text to life). In lesson 7, students apply what they learned from Readers' Theater, 1961 to Readers' theater, 1989-1990 using a series of handouts that allow them to create their own readers' theater for the events that occurred in 1989 (the year of the fall of the Berlin Wall) and 1990 (the year of the reunification of Germany). A 55-item bibliography is included in an appendix. (DB)

ED 349 246 SO 022 478

Chan, Adrian; Wooster, Judy
Global Warming: A Supplementary Guide to the Hypercard Stack.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Educational Media; *Environmental Education; *Environmental Influences; High Schools; *Hypermedia; Learning Activities; Science Education; Social Studies; Teaching Guides; Teaching Methods; United

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Educational Change; Educational Environment; *Educational Objectives; Educational Principles; Elementary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Development; Program Evaluation; Program Implementation; School Role; Student Teaching; Teacher Role
IDENTIFIERS- *Anna Maria College MA; *Professional Development Schools; Reflective Teaching

The concept of the professional development school (PDS) and the commitment to collaboration advocated by educational reformers derives in part from a recognition of the need to more fully incorporate the voices of teachers in teacher education and professional development. The Coolidge Professional Development School (Shrewsbury, Massachusetts) is a joint effort of the Anna Maria College (Paxton, Massachusetts) Education Department and the Calvin Coolidge School professional staff. This guidebook contains: (1) background on the PDS; (2) a summary of beliefs and assumptions about teaching-learning, teacher preparation, and ongoing professional development; (3) an outline of roles and responsibilities of the PDS personnel; (4) description of some benefits of the PDS program; (5) an evaluation plan; (6) an overview of the teacher preparation program; (7) a description of professional development day activities, a sample semester schedule, and two sample day schedules; (8) outlines of the teacher preparation program orientation and cooperating teacher orientation; (9) evaluation forms; and (10) outlines of activities for the teacher retreat and reflection events. The appendices include: information on PDSs in Massachusetts; school-university issues to consider in forming a PDS; a timeline from the 1990 grant proposal; and some notes on clinical methodology and the teaching-learning concept. (IAH)

ED 349 267 SP 033 934

Lynch, Mervin; Strodl, Peter
Teacher Leadership: Preliminary Development of a Questionnaire.
PUB DATE- 15 Feb 91
NOTE- 12p.; Paper presented at the Conference of the Eastern Educational Research Association (Boston, MA, February 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Factor Analysis; Graduate Students; Higher Education; *Interprofessional Relationship; *Leadership; *Leadership Qualities; Preservice Teacher Education; Q Methodology; Questionnaires; *Student Attitudes; Teacher Educators; *Teacher Role; *Teacher Student Relationship; Test Construction
IDENTIFIERS- Empowerment

Recent movements to empower teachers often assume that in order for teachers to assume leadership roles in schools, the teachers must leave the classroom to become school committee members or to work in adjacent classrooms with new teachers.

Neil, Roger
Increasing Fidelity between Faculty and Field in Teacher Education--Reconceptualized Institutional Settings, Programs and Roles.
PUB DATE- Apr 92
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Educational History; Elementary Secondary Education; Foundations of Education; Higher Education; *Preservice Teacher Education; *Program Improvement; *Teacher Education Programs; *Teacher Educators; *Theory Practice Relationship
IDENTIFIERS- *Reform Efforts

The purpose of this paper is to encourage greater interaction between university faculty and field-based teacher education. The paper is organized into four parts: (1) "Teacher Educators--Who Are We?" (describes the evolution of teacher education from 1850 to 1992); (2) "The Alienation of Theory from Practice in Teacher Education: A Schismatic Past and Present"; (3) "Faculty and Field as Complementary Milieus for Teacher Education--a reconceptualization of Institutional Settings, Programs, and Roles"; and (4) conclusion. The paper suggests that school of education faculty refresh and update their classroom knowledge by returning to full classroom responsibilities in order to keep in touch with the reality of the undergraduate candidates' mission of becoming teachers in the schools. Suggestions for further consideration are offered. The paper concludes with 103 bibliographic references. (LL)

ED 349 285 SP 034 016

Novak, Dianne; Knowles, J. Gary
Life Histories and the Transition to Teaching as a Second Career.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Career Change; Case Studies; Elementary School Teachers; Elementary Secondary Education; *Employment Experience; Higher Education; Personal Narratives; *Prior Learning; Secondary School Teachers; Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- *Life Experience Studies; *Second Careers

This study investigated the influences of prior life and employment history on the thinking and practice of beginning, second-career elementary and secondary school teachers. Data were drawn from classroom observations, journal writing, and open-ended informal interviews; case studies were then developed illustrating the impact of personal and professional experiences on career changers. Results suggest that personal and professional life histories of second-career teachers played a powerful part in the development of teaching practices. Experiences prior to becoming teachers influenced organizational and management structures set up in classrooms, expectations of and beliefs about children, ways in which

An Analysis of Issues from Recruitment to Continuing
Professional Development with Recommendations.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; *Beginning Teacher Induction;
Educational Policy; Elementary Secondary Education; *Faculty
Development; Higher Education; Improvement Programs; *Policy
Formation; Preservice Teacher Education; *Teacher Education;
*Teacher Recruitment; Teaching (Occupation)
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ

This publication analyzes teacher education policy and practice with respect to teacher recruitment, induction, and continuing professional development with the intention of stimulating dialogue, debate, and collaboration among state agencies, state boards of education, teacher training institutions, legislators, and those involved in teacher certification. Following a foreword and preface, the document is organized into six sections: (1) Recuitment of a More Highly Qualified and Diverse Population into Teaching; (2) Selection and Early Screening into Programs of Teacher Preparation; (3) More Coherent and Potent Programs of Initial Teacher Preparation; (4) Selection into Teaching; (5) Toward Entry-Year Designs as a Necessary Extension of Preservice; and (6) Continuing Professional Development. From 3 to 12 subtopics are discussed in each section, and each section concludes with a comprehensive set of interrelated policy and practice recommendations for studied deliberation among leaders, particularly those in state education agencies who can effect some of the proposed changes. A bibliography containing 77 references is included. (LL)

ED 349 305 SP 034 051

Schindelman, Laura; Szoo, Jennifer
What Is the Impact of Heterogeneous Grouping versus Homogeneous
Grouping on Secondary School Student Performance? Technical
Report Submitted to the Morgan School, Clinton, CT.
PUB DATE- Dec 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Educational Attitudes;
Educational Objectives; Equal Education; Expectation;
*Heterogeneous Grouping; High Schools; *Homogeneous Grouping;
Literature Reviews; *Secondary School Students; Self Concept;
Socioeconomic Influences; *Track System (Education)

Based on a review of current literature, this report provides information on the impact of heterogeneous grouping versus homogeneous grouping on secondary student performance. Following a definition of ability grouping and arguments for and against its employment in current educational practice, the document examines five significant factors influenced by grouping: (1) achievement and how it is measured; (2) the effect of heterogeneous and homogeneous grouping on students' self-concept; (3) expectancies and attitudes, defined as the hopes and ideas brought into a classroom by both students and teachers on how well they will succeed and how much they will

Formula 20). MDT equivalents of world geography MC questions were more difficult and had 14% better discrimination. Map location questions were much easier than concept questions regardless of style. Furthermore, in contrast to the traditional MC format, the MDT method more clearly identified marginal examinees as indicated by standardized tests and especially by cumulative grade point averages. The analysis suggests that the MDT method fosters increased learning of geography because it discourages guessing and recognition as examination strategies. Geography teachers can effectively and easily use this method. Two tables and seven figures illustrate the discussion. (Author/SLD)

ED 349 324 TM 018 948

Results of the Colorado Student Assessment Program, Fall 1988 and Fall 1991.
PUB DATE- May 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Norm Referenced Tests; Profiles; School Districts; *School Statistics; Scores; Standardized Tests; *State Programs; State Surveys; *Student Evaluation; Tables (Data); Testing Programs; Test Results
IDENTIFIERS- *Colorado; Iowa Tests of Basic Skills

Colorado conducts an assessment program to provide a statewide profile of student achievement. Results for fall 1988 and fall 1991 are presented in a series of tables. A standardized, nationally norm-referenced achievement test, the Iowa Tests of Basic Skills, was administered in 1988 to students in grades 4, 7, and 10, and again to the same grades in 1991. The same general sampling procedures were used in both years to assure that both were valid and representative samples. To provide a profile of the average Colorado student at each of the three grades, the results in this report represent national percentile ranks for students of the mean developmental scale score in each learning area on the basic test battery. To better profile changes in achievement over time, mean developmental scale scores are also presented. Percentages of student ranking in the upper decile, the upper quartile, the lower quartile, and the bottom decile are also presented. For each of these areas, results are presented by sex, race and ethnicity, district size, and geographic finance category. Included are 47 tables and a list of the school districts in Colorado by size. (SLD)

ED 349 325 TM 018 950

MacKenzie, Stella; Keith, Jo Ann
Pupil Membership and Related Information, Fall 1991.
PUB DATE- Mar 92
NOTE- 187p.; For the previous year's report, see ED 335 371.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduation; High School Graduates; Minority Group Children; *Public Schools; Racial Differences; School Districts; *School Statistics; *State Surveys; Tables (Data); Trend Analysis

test results and high-stakes consequences follow the results. Narrowing of the curriculum and adjustment of the system to protect children are two undesirable consequences. Reviewing what is happening in assessment nationally reveals the following as key players: (1) America 2000; (2) the National Education Goals Panel; (3) the National Council on Evaluation, Standards, and Student Testing; (4) the Secretary's Commission on Achieving Necessary Skills; (5) the National Standards Project; (6) the National Assessment of Educational Progress; (7) the National Assessment Governing Board; (8) the National Council of Chief State School Officers; (9) the Student Assessment Consortium; and (10) test publishers. Research and development challenges in rethinking assessment include a lack of empirical research, psychometric issues, and issues of generalizability and validity. The real consequences of reform must be examined, with regard to equity issues and the problems of calibrating a national system of tests. (SLD)

ED 349 343 TM 019 068

Flemming, Emmett, Jr.
NCES Statistical Standards.
PUB DATE- Jun 92
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Role; Data Analysis; *Data Collection; Documentation; *Educational Assessment; Educational Planning; Elementary Secondary Education; Federal Legislation; Guidelines; Information Dissemination; Sampling; *Standards; Statistical Data; *Statistical Surveys
IDENTIFIERS- *Evaluation Standards; *National Center for Education Statistics; Standard Setting

This notebook contains the revised standards and guidelines for the National Center for Education Statistics (NCES), as well as an updated and consolidated version of NCES legislation. It is intended for NCES staff and contractors as a guide in their data collection, analysis, and dissemination. These standards and guidelines define the limits of acceptable applications and use, to ensure that NCES surveys, products, and procedures become more uniform and have higher quality. Twenty standards and two guidances were adopted in January 1992 in the following areas: (1) planning and testing; (2) contract management and operations; (3) statistical processing procedures; (4) data provisions and analysis; and (5) evaluation and documentation. The NCES legislation is provided. (SLD)

ED 349 344 UD 028 617

Perry, Carol Y.; Evans, William J.
Implementing School-Based Management in Urban Settings.
PUB DATE- Feb 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13 16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Role; Boards of Education;

objectives that will transmit the general policy statement for implementation. A section on multicultural education lists initiatives of Manitoba Education and Training that assist the implementation of the policy. Also listed are tasks for school division, initiatives for postsecondary institutions, and initiatives for ethnocultural communities. A conclusion lists four companion documents to support implementation of the policy. (JB)

ED 349 362 UD 028 853

Peace Corps: Urban Development Programming Guidelines.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; *Agency Role; Developing Nations; Foreign Workers; Guidelines; *Human Services; *Program Development; Urban Areas; Urban Demography; Urban Improvement; Urban Planning; Urban Problems; *Urban Programs; Volunteers
IDENTIFIERS- *Peace Corps; *Urban Development

This guide, for Peace Corp workers and administrators, is designed to assist those in the field to identify urban development project opportunities and to suggest ways to develop urban development project plans. Following a brief statement by Jorge Hardoy and an illustration of the expected growing urban population, section I, a summary, describes the background for a new Peace Corp focus on urban areas in response to the increased urbanization of the world's population, particularly in China, India, and other parts of Asia. Section II, an introduction, identifies problems of urban growth; describes the donor view and response to the situation in employment, shelter, community services, city management, youth, and environment; details the Peace Corps urban development initiative; and identifies support for the urban initiative. Section III on urban programming describes country assessments, project development, urban project issues, volunteer assignment descriptions, training for volunteers, and volunteer service. Section IV, conclusions, lists themes that have guided the urban initiative and emphasizes the importance of the program. Extensive appendixes provide information on guidance to the field, project summaries, project plans, Peace Corps assignment descriptions, training, description of volunteer service, an urban programming bibliography, data charts by region, and a list of urban development contacts. (JB)

ED 349 363 UD 028 854

Krasner, Diane
Risk and Protective Factors and Achievement of Children At Risk.
PUB DATE- 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Black Students; Comparative Testing; *Disadvantaged Youth; Educational Environment; *Grade 8; High Achievement; *High Risk Students; Hispanic Americans; Junior High Schools; *Junior High School Students; Longitudinal Studies; Low Achievement; Low Income Groups; Risk;

address for more information about JSEP is provided. (ALF)

ED 348 961 IR 015 633

Atwater, Jay
Achievement and Enrollment Evaluation of the Central Computers Unlimited Magnet High School 1990-1991.
PUB DATE- Jan 92
NOTE- 22p.; For related reports, see IR 015 634 and IR 015 642.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Computer Science Education; *Enrollment Trends; High Schools; *Magnet Schools; Mathematics Achievement; Microcomputers; Program Evaluation; Reading Improvement; *School Desegregation; Secondary Education; Standardized Tests; Tables (Data)
IDENTIFIERS- Kansas City Public Schools MO

This report examines the achievement and enrollment of students at the Central Computers Unlimited Magnet High School in Kansas City, Missouri, through its third year of operation. The school offers special emphasis in computer science and technology including programming, maintenance, and operations. The evaluation design focuses on the effectiveness of the magnet program in terms of achievement outcomes, as measured by Tests of Achievement and Proficiency (TAP) and the Missouri Mastery and Achievement Test (MMAT), and progress in court-ordered desegregation. Achievement performance was examined for a ninth grade cohort and the TAP scores of the Central Computer high school students were compared statistically to a random sample of students in other district high schools. Progress in court-ordered desegregation was measured by enrollment data that were reported to the district. The results of this evaluation show that reading and math achievement scores for a cohort of students who started at Central rose slightly during the time of the study. Students from other magnet high schools had higher achievement scores than Central students, but the differences were not statistically significant. Progress toward attaining an enrollment of 60% minority, 40% non-minority students has been made at a minimum of 2% each year. Six tables and three figures display the results of data analyses. (ALF)

NOTE- 95p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Curriculum Development; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Instructional Effectiveness; Instructional Program Divisions; Microcomputers; Postsecondary Education; Questionnaires; Surveys; *Use Studies

The problem addressed by the practicum was that the computer literacy of teachers and students varied from grade to grade and classroom to classroom, as did the amount of use of the computer. The goal of the practicum was that the participating teachers would improve their knowledge and skills and use the computer for professional and personal purposes. A computer literacy curriculum for grades K through 5 was developed; each level specified vocabulary, knowledge, and skills. Individual teacher inservices were held to enhance teacher computer literacy and to generate a project of the teacher's choice to reflect growth. A faculty workshop focusing on classrooms with access to one computer was also presented. The grade level specific computer literacy curriculum was adopted by the faculty at the school where the practicum was conducted. Analysis of the data from a survey of teachers following the practicum revealed that the participants in the individual inservice sessions were able to use the computer to produce a product and/or explore the use of the computer in a new way. Demonstration of the use of a RF modulator to enable use of a 25" television set as a monitor for whole class lessons led to the purchase and/or placement of this equipment for all the classrooms in the school. Appended materials include the questionnaire for a home computer survey, the grade level specific computer curriculum, the content outline for the optional workshop, inservice and practicum evaluation forms, the questionnaire for the computer survey for the faculty, and checklists and letters. (Contains 22 references.) (BBM) of ways that the terms "information and information need" and "information use" have been defined in the literature. It then identifies and discusses three approaches to conceptualizing user-oriented research on needs and uses: (1) the anomalous states of knowledge (ASK) approach of Belkin's model; (2) the value-added model proposed by Taylor; and (3) the sense making model (Situation-Gaps-Uses) proposed by Dervin. The impact of the context on information use is then explored using the professional settings of scientists, engineers, and executives as examples. Factors affecting information needs and use at the individual level are also explored, including users' cognitive skills, attitudes, and motivation, as well as market segmentation, information seeking behavior, user needs, and organization structure, climate or culture, policies, and environment. A proposal for conceptualizing the relationship of information needs to use and some suggestions for future research conclude the paper. (Contains 52 references.) (KRN)

Assignments," by Vicky York, describes a study of upper-division students to determine their knowledge of government information sources and CD-ROM use prior to a course that necessitated their use. Survey questionnaires and references are included for individual papers. (BBM)

ED 349 018 IR 054 122

Osborne, Nancy Seale
Librarian Humor in Classroom and Reference.
PUB DATE- Jun 92
NOTE- 13p.; Report presented at a poster session at the Annual Meeting of the State University of New York Librarians' Association (Oneonta, NY, June 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; *Humor; *Librarian Attitudes; *Library Instruction; Questionnaires; *Reference Services; Surveys; *Use Studies
IDENTIFIERS- *State University of New York

A brief questionnaire was sent to a random selection of 70 librarians in the State University of New York Librarians' Association Directory to determine the frequency of their use of humor at the reference desk and in the library instruction classroom, their perceptions of classroom humor, and their reasons for using humor in these situations. There were 43 respondents. The study also examines the use of humor as a strategy for putting students at ease, getting their attention, and creating a classroom environment and reference desk interaction more conducive for learning, as distinguished from its use as a pedagogical strategy. Analyses of the responses indicate that: (1) reference and instruction librarians have a great deal of respect for the students with whom they work in classrooms and at the reference desk; (2) they are also respectful of the possibilities and power of the use of appropriate humor; (3) they are concerned about the inappropriate use of humor; (4) they feel that use of appropriate humor makes them more approachable by students; and (5) they consider that the most important reasons for using humor are to put people at ease and facilitate relaxation, with establishing rapport the next most important. This report contains the letter explaining the study and asking the recipient to participate in the study; a copy of the questionnaire; a statistical analysis of the responses received; additional comments from the respondents; and a brief discussion of the findings. (BBM)

Carl D. Perkins Vocational Education Act (Title II, Part B), PL 98-524. For the final evaluation report, see ED 346 895.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; Articulation (Education); Community Colleges; Community Programs; Correctional Education; Directories; Educational Innovation; Educational Research; *Job Training; Professional Development; Profiles; Program Descriptions; *State Programs; Student Organizations; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California Community Colleges; Carl D Perkins Vocational Education Act 1984

During 1988-89 and 1989-90, vocational education special projects were funded at institutions within the California Community Colleges (CCC) through the Carl D. Perkins Vocational Education Act. To meet reporting requirements, the Chancellor's Office of the CCC contracted with the Evaluation and Training Institute to conduct a third-party evaluation of these projects. Drawing from an analysis of project documentation, telephone interviews with project directors, and site visits to a statewide sample of projects, this directory presents brief profiles for 52 projects funded in 1988-89, and 58 projects funded in 1989-90. Each of the profiles includes the following information: project title and contact, funding source and amount of funding; goals and activities; management and administration data; and project outcomes. Profiles are provided under the following eight headings: (1) 2 2 Articulation (17 profiles); (2) Community Based Organizations (6 profiles); (3) Criminal Offenders (2 profiles); (4) Curriculum Development (7 profiles); (5) Innovative (10 profiles); (6) Professional Development (36 profiles); (7) Research (20 profiles); and (8) Student Organizations and Student Services (11 profiles). Sample project titles include: Computer Managed and Aided Instruction; Video Development for Nursing Recruitment; Gender Equity Resource Systems; Dissemination of Model Curriculum; Women Working in the Trades; Business Faculty Internship; and Model Support Service Programs for Retaining Single Parents/Homemakers in Vocational Training Programs. An index listing profiles by funded agency is included. (PAA)

Community College.
PUB DATE- Aug 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Achievement Gains; College Credits; Community Colleges; Comparative Analysis; *Developmental Studies Programs; Grade Point Average; *High Risk Students; Pretests Posttests; Program Effectiveness; Program Evaluation; *Remedial Instruction; *Remedial Mathematics; *Remedial Reading; Two Year Colleges; Two Year College Students
IDENTIFIERS- Johnson County Community College KS

In fall 1990, Johnson County Community College (JCCC) in Overland Park, Kansas, conducted a study of the effectiveness of the college's developmental reading, English, and mathematics courses. The study examined developmental students' course grades and completion rates, grades in related college-level courses, overall academic progress, and scores on standardized assessment tests taken before and after the developmental course. The study population included 1,011 students enrolled in developmental reading from fall 1986 through spring 1990, 292 students enrolled in developmental English in fall 1990, and 1,126 students enrolled in developmental mathematics courses between fall 1986 and fall 1990. Study highlights included the following: (1) students in developmental reading and English courses showed significant gains on standardized tests near the end of their remedial courses; (2) students in developmental courses completed approximately 20 credit hours at the college; (3) developmental students' grade point averages (GPA's) dropped significantly in the semester following their developmental work, but then increased gradually; (4) developmental students generally achieved passing grades in college-level courses related to their developmental courses, though both their grades and course completion rates were lower than the college-wide averages in those same courses; and (5) developmental reading students graduated (i.e., received a degree or certificate) at a rate slightly more than one-half that of the student body as a whole. Also, developmental English students' graduation rates approximated those of students college-wide, while developmental math students graduated at a rate nearly twice the college-wide average. Detailed data tables are included. (PAA)

training, students planning to transfer to four-year institutions, and homebound students or other shut-ins. Of the distance learning courses, 7 were taught by ITFS, 6 were broadcast over public television, and 36 were delivered through videocassettes. CSTCC's experience suggests that the following factors are crucial to a successful distance education program: involving faculty in program development; training faculty in instructional telecommunications; allowing faculty to practice with live interactive distance teaching; providing faculty with support, released time, and other resources; humanizing outreach to students through the use of letters and phone calls; giving prompt feedback to students; and providing students with special help with problematic assignments. In surveys of CSTCC's distance learners, 89.2% were either satisfied or very satisfied with the course, and between 93% and 98% rated instruction as adequate to excellent. Since 1985, 63.4% of CSTCC's distance learners successfully completed their courses. For the last 2 fiscal years, the college's distance learning program has generated three dollars for every dollar spent. (PAA)

ED 349 069 JC 920 460

Borg, Myra Kitchens
Multicultural Resources of Sacramento City College Library: A Guide for Students in All Classes.
PUB DATE- 20 May 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographic Records; Books; Community Colleges; *Cultural Pluralism; *Library Collections; *Minority Groups; *Multicultural Education; Periodicals; School Libraries; Two Year Colleges
IDENTIFIERS- Sacramento City College CA

Designed to serve as a guide for instructors and students who would like to introduce a multicultural perspective into their area of study, this bibliography lists books and periodicals that are part of the library collection at Sacramento City College (SCC) in California. Materials are listed that focus on the contributions, experiences, and challenges of African Americans, Asian Americans, Hispanic Americans, and Native Americans. Bibliographic records are displayed alphabetically by title within the following categories: (1) general reference sources; (2) allied health; (3) behavioral and social sciences; (4) business; (5) humanities and fine arts; (6) languages and literature; (7) learning resources; (8) occupational technology; (9) physical education/health/athletics; (10) science/math/engineering; and (11) journals and magazines. Within behavioral and social sciences, humanities and fine arts, and languages and literature, subdivisions are provided for each of the four ethnic groups. Each bibliographic record includes the work's title and author, as well as its SCC call number. (MAB)

IDENTIFIERS- *Early Prevention of School Failure; *Wake County
Public School System NC

Early Prevention of School Failure (EPSF) is a program designed to prevent children from failing academically. The program, which was introduced in the Wake County, North Carolina Public School System in 1986, identifies the developmental level of each participating kindergartner and recommends strategies to address each kindergartner's needs and strengths. Program evaluations included a short-term follow-up study in the 1986-87 school year and a long-term follow-up study through the 1991-92 school year. Results from the short-term study indicated that: (1) a total of 66 percent of kindergartners in the EPSF program showed gains of over 1 month of age per month of instruction in the age equivalency measures of the Peabody Picture Vocabulary Test (PPVT); and (2) a total of 21 percent of students who entered kindergarten with PPVT scores below grade level ended the year with scores at grade level. Results from the long-term study indicated that EPSF students did not show any gains over other students in retention rates, special education placements, or California Achievement Test scores. The EPSF kindergartners did not have lower special education placement rates than other students by grade 4. Those EPSF kindergartners who were identified as having considerable needs had a special education placement rate similar to that of other EPSF students by grade 4. (BC)

PUB DATE- Aug 92
NOTE- 27p.; Summary of dissertation. Paper presented at the World Congress of the Organisation Mondiale pour l'Education Prescolaire, World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Cognitive Development; Conflict Resolution; *Peace; Preschool Children; Preschool Education; Racial Attitudes; *War; *Young Children
IDENTIFIERS- Nonviolence

The first part of this study examined children's concepts of "preference of racial diversities" (PRD); nonviolent conflict-resolution (NCR); and "negative peace" (NP), defined as "peace in contrast to war." The first part also assessed children's mental development. The second part examined the relation of children's understanding of PRD, NCR, and NP to their mental development, and the relation of children's understanding of NP to their understanding of NCR and PRD. Interviews with 42 children of 5 and 6 years of age were conducted. The mental development of the children was assessed. Results from the first part of the study indicated that: (1) a majority of children had reached the concrete operations stage in Piaget's scheme of cognitive development; (2) children demonstrated a more developed understanding of war than of NP, and a more developed understanding of NCR and PRD than of NP; and (3) a total of 60 percent of children did not demonstrate any particular racial attitude or preference. Results from the second part of the study indicated no significant correlations between variables. A bibliography of 108 items is provided. (BC) program in the series, which covers the topic of alternative methods of student assessment. In this program, the first story describes the use of a wide range of assessment practices in third- and fourth-grade classes in an elementary school in Los Angeles. The second story illustrates the ways in which a Wisconsin school district is changing assessment practices through the active involvement of the school and community. A series of follow-up activities relevant to the topic of student assessment is described. Additional materials include biographical information on videoconference participants, a list of resources on student assessment, a glossary of terms, and a reference list of 23 items. (BC) rural districts, would include all rural school districts, and would be limited to a number of categories small enough to be recognized and understood easily. Other criteria may include content of indicators (relevance for policy formation) and data collection standards. Such criteria suggest a causal-model approach to indicator development that would include four classes of indicators: context, input, process, and outcome. An initial literature review identified about 90 possible indicators, of which 36 were chosen. The National Center for Education Statistics should convene a study panel to consider the policy and technical issues involved in developing this federal classification code. This paper contains 79 references and data tables detailing major education programs of various federal agencies. (SV)

Course Evaluation; *Course Organization; *Curriculum Design; Ecology; *Educational Resources; *Educational Strategies; *Environmental Education; Evaluation Methods; Field Trips; Foreign Countries; Global Approach; Grade 7; Grade 8; Grade 9; Integrated Curriculum; Interdisciplinary Approach; Lesson Plans; Models; Outdoor Activities; Outdoor Education; Resource Materials; Safety; Sequential Approach; Teaching Methods
IDENTIFIERS- Environmental Action; Environmental Awareness; Environmental Issues

This manual for Junior High Environmental and Outdoor Education courses specifically addresses the special needs of adolescent students. A program development model is organized around six elements: (1) outdoor core; (2) personal and group development; (3) environmental core; (4) outdoor expeditions; (5) environmental investigations; and (6) commitment to action. These elements, designed to be taught either as a single course or as a sequence program of up to 3 years, are integrated to develop three strands: outdoor, personal and group development, and environmental. These strands, in turn, are developed over three levels of experience: a foundation level, an exploration level, and an empowerment level. The manual is divided into eight chapters and an appendix that contains Alberta Education's policy on controversial issues and supplementary information sources. Chapter 1 introduces the course rationale, philosophy and the development process of general learner expectations, course organization, and planning considerations. Chapters 2 and 3 include content and development outlines and a compilation of pertinent resources. Chapter 4 provides guidelines for single- and multi-year program development. Chapters 5 and 6 provide model units for introductory, intermediate and advanced level units. The last two chapters concern safety considerations and evaluation techniques. The course is designed to shift from teacher-directed learning to teacher-facilitated activities and student-initiated action. Community involvement is encouraged and guidelines for utilizing resource people for group presentations is provided. (MCO) accomplished, background information for the activity, the instructional approach employed, and the technology utilized. The second section contains nine sample tests for various calculus topics that can be adapted for the specific needs determined by the teacher. The third section provides the following resource lists: advanced placement material available from the Advanced Placement Program; State-Adopted Textbooks; supplementary textbooks; reference materials; software; and professional associations providing information, materials and/or conferences related to the teaching of mathematics. (MDH)

Makedon, Alexander
The Social Psychology of Immigration: The Greek-American Experience.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Saloutos International Conference on the Greek-American Experience (Minneapolis, MN, May 11-13, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; *Cultural Pluralism; Culture Contact; Ethnic Groups; *Ethnicity; *Greek Americans; *Immigrants; Nationalism; Social Integration; Socialization; *Social Psychology; Social Science Research

This paper contends that the experience of most ethnic immigrant groups, including Greek-Americans, who came to the United States involved a denial of ethnicity and culture in favor of conformity with the dominant Anglo-American culture. The experience of Greek immigrants in the United States is examined, including such aspects as the role of the Greek Orthodox Church and Greek immigrants fear of blacks. The pride in ethnicity is consistent with the values represented by U.S. constitutional principles; one need not deny one's native culture in order to be a true U.S. citizen. (DB)

Clay, Phyllis L.
The Northeast Global Studies Magnet Middle School, 1990-1991. Formative Evaluation.
PUB DATE- Aug 91
NOTE- 53p.; For other evaluation documents, see SO 022 368-371 and SO 022 498.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum Development; Global Approach; *International Studies; Junior High Schools; *Magnet Schools; Middle Schools; *Multicultural Education; Parent Attitudes; Program Evaluation; Social Studies; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Global Education; *Kansas City Public Schools MO

This report addresses the results of an evaluation made of the first year of the implementation of a global studies theme at the Northeast Global Studies Middle Magnet School (Kansas City, Missouri). It is reported that ample evidence of the theme was seen throughout most of the school facilities, and observed in all of the social studies classes. However, no evidence of infusion of the theme was seen during observation periods in mathematics and physical education classes. Data from questionnaires issued to parents revealed that the global studies theme was not clear to a third of the parents. A recommendation was made to provide additional, perhaps related, information to parents regarding the nature of the global studies theme. Of the 22 program objectives relating to the first implementation year, most were being implemented effectively. Several figures and tables appear throughout the report. Five appendices also are included: (1) global studies course topics; (2) infusion of global studies; (3) exhibits in the world cultural festival; (4) theme-related activities; and (5) theme-related field trips. (DB)

States Government (Course)
IDENTIFIERS- *Global Warming; Hypercard

This guide is designed to supplement a computer disk (a hypercard stack) that introduces students to issues raised in the debate over global warming. The stack is recommended for grades 9 through 12, and is appropriate for social studies, government, or science courses. This guide integrates a number of interactive teaching strategies including role play, small group activities, cooperative learning, writing, and visual activities. Although the hypercard stack contains much of the information necessary for the activities, most require students to do further research outside the classroom, and some do not involve the computer at all. (DB)

ED 349 247 SO 022 479

Murphey, Carol E.
What Have You Got To Lose? New World Tropical Rainforests. Grades 3-8.
PUB DATE- 91
NOTE- 136p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Elementary Education; *Environmental Education; Environmental Influences; Foreign Countries; *Latin Americans; Learning Activities; *Physical Environment; Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Latin America; *Tropical Rain Forest

In this unit, designed for use with grades three through eight, students explore the biology and peoples of Latin American rainforests and the problems caused by the interactions of people with this environment. The featured activities integrate art, science, language, and social studies. Fourteen lessons, arranged in sequential order, comprise the unit. The first four lessons acquaint the student with how a tropical rainforest feels, looks, and grows. Lessons five to seven provide a brief look at indigenous peoples in New World rainforests. The activities from these lessons are based on the activities of small human groups that inhabit the forests of Central and South America. Problems relating to humans and the delicate rainforest environment are explored in lessons eight to eleven. The intent of lessons 12 and 13 is to review the content material of the unit and consider words, cultural practices, and ideas that reflect a cultural bias. Lesson 14 discusses some solutions to rainforest problems that currently are being attempted. Teacher background information and a rainforest resource list also are included. (DB)

However, teaching inherently involves leading, and leadership can be validated in terms of the teacher's role. Preparing teachers to be leaders involves translating leadership skills into pedagogical applications. A conceptual schema for leadership skills, containing eight items in each of nine categories, was developed for a questionnaire designed to identify teacher leadership competencies. The schema of categories included consideration, decision making, group process, structure, problem solving, emergent leadership, conflict resolution, and communications. A group (N=56) of professional educators (graduate students in teacher education courses, students in educational administration courses, and professors of education) participated in a Q-sort of the items identified. These data were analyzed in terms of factor structure, reliability of items, and differences among participating groups. The findings revealed six factors associated with teacher roles that reflect leadership skills: emergent leadership, teacher authority, empowerment of others, student relationships, task participation, and instructional openness. These factors indicate those items with good potential for formation into a questionnaire. (IAH)

curriculum was designed and instructional problems resolved, and views held of themselves as teachers. A task for teacher educators arising out of this study seems to rest in helping individuals recognize the relevance of personal explorations into their often well-established perspectives on teaching. Implications for teacher education include the need for developing programs which promote the kind of thinking necessary to assist career changers examine and utilize their previous life and career experiences to enhance classroom teaching. (LL)

ED 349 286 SP 034 017

Woolum, Janet
Outstanding Women Athletes: Who They Are and How They Influenced Sports in America.
PUB DATE- 92
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Historical Materials (060)
DESCRIPTORS- *Annotated Bibliographies; *Athletes; Biographies; Elementary Secondary Education; *Females; *High Achievement; Higher Education; History; Olympic Games; Photographs; *Profiles
IDENTIFIERS- Nineteenth Century; Twentieth Century

This book highlights the stories of 60 of this century's female athletes who pioneered, participated in, or continue to compete in women's sports. Following forewords by Billie Jean King, Anita DeFrantz, and Deborah Slaner Anderson, the volume contains biography, history, an annotated bibliography, and statistics on women athletes from the late 19th century to the present. Sixty biographies of influential athletes are illustrated with a photo of each athlete. The athletes profiled represent the following sports categories: auto racing, aviation, basketball, bowling, cycling, dog sledding, field hockey, figure skating, golf, gymnastics, horse racing, skiing, softball, squash, speed skating, swimming and diving, tennis, track and field, and volleyball. Each biography lists the athlete's birth date and place, parents' names (when available), information about how she became involved in her sport, athletic achievements, and the records set and championships earned. A chapter on basic resources includes an annotated bibliography that lists books by sport and a directory of organizations and foundations that promote women's sports in the United States. Four appendixes provide lists of Olympic medalists, selected event and award winners, organizations' acronyms, and a subject index. (LL) learn; (4) the influence of socioeconomic status on ability grouping; and (5) opportunities for learning, equated with equal access to quality education. Results of the review suggest that ability grouping is not necessarily harmful, but the practice unsupported by an overall educational purpose can lead to unclear effects on student educational outcomes, and that any school seeking to re-evaluate grouping systems should take into consideration student body composition, the purpose of ability group placement, and the desired educational outcomes. (26 references) (LL)

ED 349 306   SP 034 052

Shulman, Judith
Tender Feelings, Hidden Thoughts: Confronting Bias, Innocence, and Racism through Case Discussions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Behavior Change; *Case Studies; Discussion (Teaching Technique); Educational Practices; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Multicultural Education; Social Bias; *Teacher Attitudes; *Teacher Response
IDENTIFIERS- *Analytic Approach; *Case Method (Teaching Technique)

This paper describes a case study approach to multicultural education and examines what was learned from a project utilizing teacher-written cases in a seminar for new teachers. A case is described and analyzed. Data were gathered by reflecting on what had been taught about teaching in diverse classrooms and discussing potential implications for teacher education and professional development. Findings suggest that case-based teaching provides opportunities for teachers to accomplish many things: make explicit their beliefs about teaching and learning; test assumptions about practice; confront personal biases; achieve a deeper understanding of issues related to race, gender and culture; and transform what is learned into instructional practices tailored to students. The publication is organized into five sections: (1) Case Methods in Multicultural Education: Background; (2) Confronting Bias, Innocence and Racism: A Case in Point; (3) Findings: Impact on Participants, Changes in Behavior, and Response to the Case-Based Approach; (4) The Challenges of Case-Based Teaching: Provide a Safe Environment, Monitor Participants' Emotions, Balance Personal and Participants Agendas, and Limitations of Case-Based Teaching; and (5) Implications. (Author/LL)

IDENTIFIERS- *Colorado

This report, prepared from information collected from Colorado's public school districts for 64 counties, provides information about public school students grades K through 12. In fall 1991, there were 593,030 students in Colorado's public schools, representing a substantial increase for the second consecutive year, and surpassing the state's previous membership peak in 1972. Native Americans, Asian Americans, Blacks, and Hispanic Americans represented 25.1% of the total student population. The Denver metropolitan area includes 53.9% of the state's total student membership. The graduation rate for the class of 1991 was 78.9%. Eight tables comprising the bulk of this document present student information in the following areas: (1) state trends in student membership from fall 1987 through fall 1991 by district; (2) summary of selected school district data; (3) fall membership by school and grade; (4) fall membership by school district and ethnic/racial group; (5) ranking of Colorado school districts by 1991 fall membership; (6) 1991 graduates by district, ethnic and racial group, and sex; (7) graduation and completer rates by setting; and (8) state trends in public high school graduates 1978-91. Two illustrations in graph form summarize educational trends. (SLD)

Elementary Secondary Education; *Inservice Education; Ownership; Parent Participation; *Participative Decision Making; Program Evaluation; *Program Implementation; *School Based Management; School Districts; Staff Role; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Local Control

A study was done of the degree to which a program of comprehensive training in shared decision-making was implemented in Chicago (Illinois) Public Schools. Focus was on reliably measuring the implementation of shared decision-making processes and principles and identifying factors that might promote the adoption of this model at the local level. Study data were obtained through observations of local school planning meetings and interviews with some key school personnel. Observation data were gathered by four evaluators with backgrounds in the implementation of shared decision-making who used an observational instrument relating to role adoption, collaborative planning, consensus building, broad-based ownership, and the integrity with which processes were implemented. The data cover a random sample of 10 schools from the 42 schools involved in the project. Results indicate that shared decision-making and school-based management were successfully implemented in most of the schools participating in the study. Increasing improvement in implementation was noted from Year 1 to Year 2 of the project. The data suggest that training in shared decision-making was effective, and that among the schools participating, two were "model" schools. Included are five tables and an appendix summarizing the implementation of shared decision-making by schools. (JB)

*Socioeconomic Influences; White Students
IDENTIFIERS- National Education Longitudinal Study 1988

A study was done to identify social, economic, and childhood characteristics of high and low achieving children living in adverse environmental conditions, and to test the association between achievement and specific risk and protective factors. In addition, the study identified the most powerful model for predicting achievement by comparing models. Using the National Educational Longitudinal Study of 1988, a baseline of data on school experiences was collected on a stratified sample of approximately 25,000 eighth grade children in 1,052 schools across the United States. The final sample consisted of 900 students, of whom approximately 500 were Black, 200 were Hispanic American, and 200 were White. In addition, four components constituted the base year study design: a student questionnaire and cognitive test, parent questionnaires, teacher questionnaires, and a school administrator questionnaire. Analysis of the data and comparison of five models found the following: (1) differences among all ethnic groups in reading and mathematics achievement; (2) more risk and protective factors for White students than other groups and more risk factors for Black and Hispanic Americans; and (3) differences across ethnic groups between high and low achieving students. Included are 16 tables, a 48-item bibliography, and an appendix containing 8 tables of data. (JB)

ED 349 364 UD 028 856

Goodenow, Carol
School Motivation, Engagement, and Sense of Belonging among Urban Adolescent Students.
SPONS. AGENCY- Society for the Psychological Study of Social Issues, Ann Arbor, Mich.
PUB DATE- Apr 92
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescents; *Black Students; Group Membership; *Hispanic Americans; Junior High Schools; Junior High School Students; Peer Groups; *Psychological Characteristics; Sex Differences; Student Attitudes; *Student Motivation; *Urban Youth; Values; *White Students
IDENTIFIERS- Sense of Community; *Student Engagement

A study was done of the association between the psychological sense of school membership (PSSM) and measures of motivation and achievement among urban adolescents. The study was conducted among 301 students in 2 multi-ethnic urban junior high schools. African American, White, and Hispanic American students each comprised roughly one-third of the study participants. Data were collected through questionnaires that measured PSSM, friends' values, motivation in an expectancy-value approach, general school motivation, and effort/persistence ratings. The section measuring PSSM was an 18-item scale developed specifically for use with early and mid-adolescent students covering perceived liking, personal acceptance, and inclusion; respect for and encouragement of participation; and the perceived responses of other students. Two significant results are highlighted. The first finding is that even when controlling for the impact of the immediate peer group's values, a student's subjective sense of belonging

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